ISSN 0098-0897

APRIL 1989 VOLUME 24/NUMBER 4

RIE

RESOURCES IN EDUCATION

ED 300 520 — 301 632

EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

Office of Educational Research and Improvement
U.S. DEPARTMENT OF EDUCATION

SPECIAL ANNOUNCEMENT

ERIC PROCESSING AND REFERENCE FACILITY CHANGES LOCATION

The ERIC Facility has moved from its location for the last two years in Bethesda, Maryland, to a more economical area in Rockville, Maryland. The move was effective March 1, 1989 and the new address is:

ERIC Processing and Reference Facility
2440 Research Boulevard, Suite 550
Rockville, Maryland 20850
Telephone: (301) 590-1420

All communications pertaining to the ERIC database and all documents contributed to the ERIC system in general should be sent to the new Facility address.

RIE

RESOURCES IN EDUCATION

ED 300 520 — 301 632
April 1989
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EDUCATIONAL RESOURCES ERIC® INFORMATION CENTER

Resources in Education (RIE) is processed for printing by ARC Professional Services Group, under contract with the U.S. Department of Education, Office of Education Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printnig funds approved by the Office of Management and Budget. The contents of *RIE* do not necessarily reflect official OERI policy.

Subscriptions to *RIE* (12 issues/year), individual issues,a nd semi-annual indexes (January-June and July-December) are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	—	Clearinghouse
CIJE	—	*Current Index to Journals in Education*
Comp.	—	Compiler
DHEW	—	Department of Health, Education, and Welfare
Ed.	—	Editor
ED	—	Accession Number Prefix (ERIC Document)
	—	Department of Education
EDRS	—	ERIC Document Reproduction Service
EJ	—	Accession Number Prefix (ERIC Journal Article)
ERIC	—	Educational Resources Information Center
GPO	—	Government Printing Office
MF	—	Microfiche
NIE	—	National Institute of Education
OE	—	Office of Education
OERI	—	Office of Educational Research and Improvement
PC	—	Paper Copy
RIE	—	*Resources in Education*
SN	—	Scope Note
UF	—	Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor;]

v. ; 28 cm.

Monthly.

Began with: Vol. 10, no. 1 (Jan. 1975).

Title from cover.

Description based on: Vol. 14, no. 1 (Jan. 1979).

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980-198 by the Dept. of Education, National Institute of Education; U.S. Dept. of Education, Office of Educational Research and Improvement.

(Continued on next card)

75-644211

AACR 2 MARC-S

76[8805r83]rev2

Resources in education ... (Card 2)

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210:; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education

1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

[DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432]

Z5813.R4 016.370'78 75-644211

[LB1028]

AACR 2 MARC-S

Library of Congress 76[8805r83]rev2

Introduction

RESOURCES IN EDUCATION **(RIE)** — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: ***Resources in Education*** is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in ***Resources in Education,*** except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in ***Resources in Education*** (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 2440 Research Boulevard, Rockville, MD 20850. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled *"How to Order **Resources in Education**."*

HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304.

Citations (By Clearinghouse)

ED 300 847 CS 506 458
Aiex, Nola Kortner
Using Newspapers as Effective Teaching Tools. ERIC Digest No. 10.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 300 848 CS 506 459
Aiex, Nola Kortner
Using Film, Video, and TV in the Classroom. ERIC Digest No. 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; 3p.
EDRS Price - MF01/PC01 Plus Postage.

ED 300 904 EA 020 464
Initiating Change in Schools. The Best of ERIC on Educational Management, Number 96. NASSP Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; 5p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge).

ED 301 069 FL 017 720
Wilson, Jo Anne
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 301 070 FL 017 721
Freeman, David Freeman, Yvonne
Sheltered English Instruction. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; 4p.
EDRS Price - MF01/PC01 Plus Postage.

ED 301 138 HE 022 076
Taylor, Barbara E.
Working With Trustees. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 139 HE 022 077
Kaplowitz, Richard A.
Selecting College and University Personnel. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 140 HE 022 078
Glazer, Judith S.
The Master's Degree. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 141 HE 022 079
Chronister, Jay L. Kepple, Thomas R., Jr.
Retirement Programs for Faculty. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 142 HE 022 080
Nash, Nancy S. Hawthorne, Elizabeth M.
Corporate Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 143 HE 022 081
Claxton, Charles S. Murrell, Patricia H.
Learning Styles. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 144 HE 022 082
McDade, Sharon A.
Leadership in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 145 HE 022 083
Alfred, Richard L. Weissman, Julie
Public Image and the University. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

ED 301 531 SO 019 764
Hoge, John D.
Civic Education in Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 4p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456

Smith, John D. *Johnson, Jane*

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

		Page
AA	— ERIC Processing and Reference Facility	1
CE	— Adult, Career, and Vocational Education	1
CG	— Counseling and Personnel Services	27
CS	— Reading and Communication Skills	39
EA	— Educational Management	54
EC	— Handicapped and Gifted Children	64
FL	— Languages and Linguistics	80
HE	— Higher Education	86
IR	— Information Resources	99
JC	— Junior Colleges	112
PS	— Elementary and Early Childhood Education	126
RC	— Rural Education and Small Schools	134
SE	— Science, Mathematics, and Environmental Education	141
SO	— Social Studies/Social Science Education	152
SP	— Teacher Education	159
TM	— Tests, Measurement, and Evaluation	164
UD	— Urban Education	170

AA

ED 300 520 AA 001 183
Resources in Education (RIE). Volume 24, Number 4.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).
Pub Type— Reference Materials - Bibliographies (131) — Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials
Identifiers—*Resources in Education
Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 300 521 CE 049 862
McLaughlin, Jane, Ed. Turner, Kitty, Ed.
Leaves. Written by the Students of English as a Second Language.
Inner London Education Authority (England). Streatham & Tooting Inst.
Pub Date—Jun 88
Note—48p.; Some illustrations may not reproduce clearly.
Pub Type— Collected Works - General (020) — Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, *Creative Writing, *English (Second Language), English Instruction, Foreign Countries, Literacy Education, *Second Language Instruction, *Student Writing Models, *Writing Instruction
Identifiers—England (London)
This collection was written by the students of English as a second language at Streatham and Tooting Institute, London, England. Some of the work is by advanced students, some by people who have only just begun to learn English. Some students who are not yet confident of their ability to write in English dictated what they wanted to say. The stories are grouped in seven sections: traditions and stories, my life, weddings and marriage, children, coping, travel, and jokes and fun. Some are written first in the student's native language. Drawings illustrate the booklet. Plans are under way to make this an annual publication. (KC)

ED 300 522 CE 050 112
Youth and Jobs: About Being the "Just Right" Person.
Boys' Clubs of America, New York, N.Y.
Spons Agency—Lyndhurst Foundation, Chattanooga, TN.
Pub Date—82
Note—49p.
Available from—Supply Service, Boys' Clubs of America, 771 First Avenue, New York, NY 10017 ($2.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Employment Potential, Employment Problems, *Employment Programs, Job Development, Job Skills, Males, Skill Development, Surveys, Unemployment, Work Attitudes, Work Experience, *Youth Clubs, *Youth Employment, Youth Programs
Identifiers—*Boys Clubs of America
This report is a synthesis of interviews conducted during the youth employment survey to determine the most appropriate role for Boys Clubs in responding to the employment needs of youths. Quotes and anecdotes are provided from the interviews with 360 young people, Boys Club staff, board members, business people, educators, community leaders, parents, and others. An introduction is followed by profiles of five young people's experiences with the reality of work. They represent these groups: the forgotten, lonely ones; average, normal teenagers; the able and ambitious ones; those who leave school; and the hard-knocked kids. The next section presents a many-angled view of work and its impacts on the lives of Black, Hispanic, Chicano, White, Native American, and Asian youths, aged 10-21. The adult perspective is the focus of the next section. It considers the responsibility of those in position to help-home and parents, schools and educators, communities and employers, and Boys Club staff. A list of survey conclusions and implications for Boys Clubs is divided into these categories: development of motivation and self-confidence, development of work attitudes and skills, acquisition of job and career skills, and job development. The final section discusses program initiatives that have been suggested by survey conclusions and implications that are most appropriate for emphasis in Boys Clubs. (YLB)

ED 300 523 CE 050 123
Job Search Club Program. Program Notebook. Planning/Operations/Leader's Guide.
Boys' Clubs of America, New York, N.Y.
Spons Agency—Ford Foundation, New York, N.Y.
Pub Date—85
Note—122p.
Available from—Supply Service, Boys' Clubs of America, 771 First Avenue, New York, NY 10017 ($25.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Guides, *Employment Interviews, Guides, *Job Application, *Job Search Methods, Learning Activities, Program Development, *Program Implementation, Secondary Education, Teaching Methods, *Youth Clubs
Identifiers—Boys Clubs of America
Guides are provided for planning, operating, and leading a Job Search Club Program. The planning guide for use by club directors, program committees, and club staff presents a cohesive, systematic plan for launching a successful job search program. It offers a step-by-step description of the essential elements of the planning process, an organizational framework within which to conduct a club, and an explanation of the requisite technical and human resources for implementation. Reproducible worksheets are appended. The operations guide provides a plan for implementing a club, which could be a group of Keystone members, a sports team, a teen group, a hobby club, or any other group of Boys Club members interested in developing skills for learning effective job hunting techniques. It explains the coordinator's responsibilities, necessary resources, and activities involved in conducting a job search. Reproducible worksheets are appended. The leader's guide contains a complete set of training materials. It includes recommended training tech-

niques for the instructor and a series of structured lessons covering job hunting techniques and job performance skills. Each lesson includes a number of instructor resources: a lesson plan detailing goals, objectives, materials, time constraints, and recommended teaching methods; handouts and notes for participants; and technical background material for the group leader. (YLB)

ED 300 524 CE 050 159
Pre-Employment Skills Competencies for Vermont.
Vermont State Dept. of Employment and Training, Montpelier.
Pub Date—5 May 84
Note—201p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Decision Making, Employment Interviews, *Employment Potential, Federal Legislation, Federal Programs, *Interpersonal Competence, Job Application, *Job Search Methods, *Job Skills, Job Training, Postsecondary Education, Problem Solving, Secondary Education, Unemployment, *Work Attitudes, *Youth Employment, Youth Programs

This document presents the 23 preemployment skills competencies designed to assist youth in their search for work, their life/work management decisions, and their overall work maturity. They are designed for youth served under the Job Training Partnership Act. In its entirety, the document can be used for information purposes and as a training manual for service providers. An introduction is followed by a section that provides background information on the Pre-employment Skills Competency System. It discusses the Career Hierarchy Model, which is the foundation for this system, and addresses how the competencies are implemented, measured, and documented. Section III describes the individual competencies and discusses their method of assessment and documentation. This section is divided into three parts, consistent with the three stages of the Career Hierarchy Model for which individual competencies were developed: acquisition of work, maintenance of work, and life management. Section IV provides the competency forms for each of the individual competencies. Here, all 23 competencies are compiled and presented in an abridged format. Each competency is listed in a chart with corresponding assessment method and documentation for certification. The forms necessary for documentation for certification and an interest check list follow. (YLB)

ED 300 525 CE 050 593
Savicky, Ivan
Toward a Typology of European Adult Education Historiography.
Pub Date—Jul 86
Note—11p.; Paper presented at the International Conference on the History of Adult Education (Oxford, England, July 14-17, 1986).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Classification, *Educational History, *Educational Theories, Foreign Countries, *Historiography
Identifiers—*Europe

Until 1960, two types of publications prevailed in the historiography of adult education—the history of individual educational organizations or establishments and biographical studies concerning leading adult education theoreticians or practitioners. The specificity of the development of adult education historiography since the 1960s is due not only to an increase of interest in the historical aspects of problems but also to a qualitative change in the actual object of study. A result is better recordkeeping and statistics, improved coordination of the endeavors of various institutions, and intensified efforts to keep count of all organizations and institutions operating in the adult education field on a nationwide scale. A series of syntheses on the history of adult education in particular countries has appeared. They are of the following types: (1) the "outline narrative" (Kelly; 1962, 1970), a survey of all printed reports on all activities of adult education from Anglo-Saxon times; (2) organized adult education in the modern state-French approach; (3) focused approach-adult education as workers education; (4) history of precedents-the Czechoslovak example; and (5) supersynthesis or eclecticism, as represented by the history edited by F. Poggeler (1975). Arguably, there is a small chance of success in theorizing the history of adult education, although precisely the history of adult education might contribute to the conceptualization of the theory of adult education. (YLB)

ED 300 526 CE 050 754
Khuch, Jacob H.
Root Cause Analysis: Methods and Mindsets.
Pub Date—22 Sep 88
Note—82p.; Paper presented at the Annual Nuclear Instructors' Workshop of the Midwest Nuclear Training Association (3rd, Columbus, OH, September 22, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, *Decision Making, *Identification, Learning Activities, *Nuclear Power Plants, *Nuclear Power Plant Technicians, Postsecondary Education, *Technical Education
Identifiers—*Root Cause Analysis, *Troubleshooting

This instructional unit is intended for use in training operations personnel and others involved in scram analysis at nuclear power plants in the techniques of root cause analysis. Four lessons are included. The first lesson provides an overview of the goals and benefits of the root cause analysis method. Root cause analysis techniques are covered next. Section 3 presents a scenario exercise, and section 4 provides an overview and summary of the root cause analysis technique. The unit includes a terminal objective, enabling objectives, a list of study questions, and instructional text. Abstracts of 10 documents for root cause analysis are appended. (MN)

ED 300 527 CE 050 774
Doroferva, N. And Others
Content of General Education in Programmes of Agricultural Technical and Vocational Institutions. Ukrainian SSR. Studies in Technical and Vocational Education 26.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—ED-87/WS/31
Pub Date—87
Note—54p.; For related documents, see CE 050 776-777.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Education, Case Studies, Curriculum, Ecology, Educational Change, Educational History, Educational Legislation, Educational Policy, Enrollment, Financial Support, Foreign Countries, Instructional Materials, Interdisciplinary Approach, Postsecondary Education, Program Administration, *Program Content, *Program Development, *Program Implementation, Secondary Education, Teaching Methods, *Technical Education, *Vocational Education
Identifiers—*USSR (Ukraine)

Perhaps the main objective of vocational-technical education in the Ukrainian Soviet Socialist Republic today is to train middle-level managers and agricultural workers to take part in the republic's comprehensive program to accelerate its social and economic development. Secondary agricultural institutions called sovkhoz-technicums have played an important role in upgrading the quality of training provided to specialists in agriculture. Students being trained as agricultural specialists are also given training in general subjects and especially in biology. Ecological education and an interdisciplinary approach are also at the center of the movement to improve vocational-technical education. Active teaching methods, including problem solving, brainstorming, computer-assisted instruction, olympiads, and group and individual tutorials, coupled with increased use of audiovisual teaching aids, are being encouraged. Since 1987, teachers of general subjects at technical schools have had to improve their professional skills at regional advanced teacher training institutes. Efforts are under way to create a unified system of general secondary education throughout the republic and establish a closer relationship between general secondary and vocational education. (MN)

ED 300 528 CE 050 776
Mbiti, David
Organisation of Productive Work in Technical and Vocational Education. Republic of Kenya. Studies in Technical and Vocational Education 28.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—ED-87/WS/33
Pub Date—85
Note—112p.; For related documents, see CE 050 774 and CE 050 777.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, Educational Change, Educational History, Educational Legislation, Educational Policy, Enrollment, Financial Support, Foreign Countries, Postsecondary Education, *Program Administration, *Program Content, Program Development, Program Implementation, Secondary Education, *Technical Education, *Vocational Education
Identifiers—*Kenya

One of Kenya's major national priorities is the implementation of the policy of making the district the focus for development, thereby bringing the people into the forefront of provision for their own welfare. The second priority is the introduction of an 8-4-4 (8 years primary, 4 years secondary, 4 years university) education program to replace the existing 7-6-3 education program. Since Kenya's independence in 1963, its system of vocational-technical education has been regulated by 12 main policy documents. The country's entire vocational-technical curriculum is currently in the process of being reorganized. Industrial education was introduced into academic secondary schools in 1961. Programs in agriculture, business, and home science are offered. A number of technician and craft programs are also available, as are programs of study through national polytechnics and colleges. The main achievement of the productive work programs in vocational-technical education at craft and technical schools is that they have proved capable of mobilizing personnel and resources at the local level, thus benefiting local communities (especially in rural settings). However, these programs have also been hindered by a lack of effective organization and marketing efforts. (Appendixes include data on the numbers of present training institutions in Kenya.) (MN)

ED 300 529 CE 050 777
Policy, Planning, and Administration of Technical and Vocational Education in China. Studies in Technical and Vocational Education 29.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—ED-87/WS/48
Pub Date—85
Note—86p.; For related documents, see CE 050 774 and CE 050 776. Prepared by the National Commission of the People's Republic of China.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum, Educational Change, Educational Legislation, Educational Needs, *Educational Policy, Education Work Relationship, Financial Support, Foreign Countries, Outcomes of Education, Postsecondary Education, *Program Administration, *Program Development, Secondary Education, *Technical Education, *Vocational Education, *Vocational Education Teachers
Identifiers—*China

Vocational education appeared in China around 1870. Modern vocational schools were established in the Fujian and Jiangxi provinces. A system of vocational schools was set up in 1902. A number of senior vocational schools were set up between 1937 and 1945, but the foundation of vocational-technical education was very weak. Since the founding of the People's Republic of China in 1949, technical and vocational education has undergone a continuous process of reforms, readjustment, and improvement coupled with intermittent twists and turns. To strengthen the supervision over educational work, the State Education Commission was established in June 1985 to replace the Ministry of Education. The administrative system of secondary vocational and technical schools consists of specialized secondary schools, workers' training schools, and senior middle vocational schools. Funds for higher vocational specialized schools come from state appropriations for institutions of higher education, whereas specialized secondary schools are run by the central or local governmental departments. (Appendixes include general facts about China, the text of major pieces of pertinent educational legislation, diagrams

of the administrative structure of vocational-technical education and the series of school systems, tables on the numbers of students attending schools, a curriculum outline, and the names of executive officials involved in vocational-technical education.) (MN)

ED 300 530 CE 051 010
Beaudin, Bart P. Kincaid, Jim
ALF to the Rescue (An Adult Learning Facilitator Competency Model).
Pub Date—Oct 88
Note—21p.; Paper presented at the Fall Conference of the Colorado Association for Continuing Adult Education and the Colorado Association of Community Educators (Colorado Springs, CO, October 6-8, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, *Adult Learning, *Competence, Definitions, *Educational Environment, *Models, Postsecondary Education, *Teacher Qualifications, Teaching Methods, Trainers
Identifiers—*Facilitators
ALF is an acronym for Adult Learning Facilitator, a designation that may be warranted to build a distinguishable identity for adult educators. If a professional considers climate setting and other facilitative behaviors as a major priority before and during any learning event, then he or she should be considered an ALF. If a professional has content and subject matter expertise as the major priority in the learning event, he or she should not be considered an ALF. Using this phrase connotes a sincere focus on the learning of the adult. At present, many professional groups that attempt to serve adults in their learning situations are reviewing the competencies needed by their membership. This may be the time to look at the competencies needed for practitioners in the field of adult education and to consider an alternative model that emphasizes the adult educator's specialized skills. Of these skills, climate setting may be the most representative of an ALF. The ALF model is a repackaging of the existing adult educator competencies to emphasize the priority on facilitation in the profession of adult education. The ALF Competency Model consists of a core competency, rationale, assumptions, proficiencies, conditions, performances, and criteria. (KC)

ED 300 531 CE 051 018
Gayfer, Margaret, Ed.
Literacy in Industrialized Countries: A Focus on Practice = L'Alphabetisation en pays industrialises: Point de Mire sur la Pratique. Proceedings of the International Seminar on Literacy in Industrialized Countries (Toronto, Ontario, October 13-15, 1987). Convergence, Volume 20, Nos. 3-4, 1987.
International Council for Adult Education, Toronto (Ontario).
Pub Date—87
Note—253p.; English and French texts which were printed in reverse sequences, head-to-foot, respectively, have been rearranged for filming.
Available from—International Council for Adult Education, 720 Bathurst Street, Suite 500, Toronto, Ontario, Canada M5S 2R4 ($12.00).
Journal Cit—Convergence; v20 n3-4 1987
Language—English; French
Pub Type— Collected Works - Serials (022) — Collected Works - Proceedings (021) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Basic Education, *Adult Literacy, Classroom Techniques, *Developed Nations, *Developing Nations, Educational Needs, Educational Practices, Females, Foreign Countries, Illiteracy, *Literacy Education, Program Development, Program Implementation, *Teaching Methods
The following papers are included: "Seminar's Focus on Practice Puts Action on the Human Level" (Margaret Gayfer); "Literacy: What Do Definitions Tell Us?" (Carman Hunter); "The Practice of Literacy in the Netherlands" (Ella Bohnenn); "The Approach of Popular Literacy Groups in Quebec" (Louise Miller); "Perspectives and Lessons from the Adult Literacy Campaign in England and Wales" (Alan Wells); "Literacy and Immigrant Communities in Industrialized Countries: The Case of Italy" (Anna Napoli); "Building a National Movement: The Caribbean Experience" (Didacus Jules); "Mother Tongue Literacy" (Meshack Matshazi); "Literacy and Empowerment" (Lalita Ramdas); "Literacy and Women in South Africa" (Nombeko Mlambo); "Literacy and Popular Education: A Latin American Experience" (Cesar Picon); "Community-Based Literacy"; "Meeting the Educational Needs of Workers"; "Women and Literacy: What Are the Hidden Issues?"; "Mother-Tongue Literacy: The Bridge to Learning"; "Literacy and Disabled Persons"; "Breaking the Silence"; "Illiteracy and the Public Education System"; "Literacy and Justice Issues for the Public School System"; "Literacy and Technology"; "Building Coalitions"; "Resolution of Mediterranean Conference on Literacy in Urban Areas"; "Korea's Long March towards a Literate Nation" (Choi Un Shil); "Adult Literacy Work in the Republic of Ireland"; "The Experience of the Soviet Union in the Elimination of Illiteracy" (Volodar V. Kraevskii); "Literacy Work in Belgium"; "Norwegian for Practical Use"; "Illiteracy in Spain" (Luis Espina Cepeda, Oscar Medina Fernandez); and "Literacy Practice in the Philippines" (Eileen Belsmide). Recommendations from the seminar and names and addresses of participants are included in the proceedings. (MN)

ED 300 532 CE 051 029
Powell, Dianne C.
Michigan Youth Corps-More than a Summer Job. Innovations.
Council of State Governments, Lexington, Ky.
Report No.—RM-779
Pub Date—Jul 88
Note—9p.
Available from—Council of State Governments, Iron Works Pike, P.O. Box 11910, Lexington, KY 40578-9989 ($10.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employment Potential, *Employment Programs, *Job Skills, Job Training, *State Aid, State Programs, *Summer Programs, Unemployment, *Work Experience Programs, Young Adults, *Youth Employment
Identifiers—*Michigan Youth Corps
Since 1983, Michigan has addressed youth unemployment through the Michigan Youth Corps (MYC), a state-supported summer jobs program. Administered by the Michigan Department of Labor and funded by general appropriation of the Michigan legislature, MYC is the nation's largest state-funded youth employment program. The service delivery area (SDA) agencies established under the Job Training Partnership Act assume major responsibility for the delivery of services. They coordinate referrals, work site development, monitoring and evaluation, data collection, and placement. SDAs also help MYC participants identify job or career interests and access the skills, education, and training needed to compete for jobs and focus on the future. All MYC jobs are sponsored by city or county government, educational institutions, or nonprofit organizations. In 1987, MYC added three innovations to the education component: placement assistance in securing private sector jobs interviews, mandatory workshops providing career awareness and exploration activities and job seeking skills, and special services for dropouts. An evaluation indicated program strengths are its simple eligibility requirements and application process and provision of work experiences that give long-term value to the state. Although the program is transferable, continued state commitment to funding is a possible problem. (YLB)

ED 300 533 CE 051 093
Baron, Nancy H., Ed.
Your Automobile Dollar. Money Management.
Household Financial Services, Prospect Heights, IL. Money Management Inst.
Pub Date—88
Note—36p.
Available from—Money Management Institute, Household Financial Services, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00).
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Budgeting, *Consumer Economics, *Consumer Education, *Credit (Finance), Guidelines, Maintenance, *Money Management, *Motor Vehicles, Postsecondary Education, *Purchasing
This booklet is designed to help first-time car buyers determine if they can or should buy a car and how to get the most from their car-buying dollar. Leasing and renting options also are discussed. The booklet outlines the process of buying a new car, starting with a review of sizes, types, and features. This is followed by a rundown on showroom and road tests, guidelines on negotiating, and pointers on the sales contract, warranty, and service contract. Information is also provided on taking delivery and obtaining the official documents. Sections on financing and insurance are included. The booklet also discusses the pros and cons of selling versus trading a car and explains how car-buying services operate. Identifying the best buys on used cars is shown, and guidelines on maintenance and repairs and resolving consumer problems are provided. Resources and cost-cutting tips also are given throughout the booklet. (KC)

ED 300 534 CE 051 100
Ebrite, Lou, Ed.
[Vocational and Adult Education.]
Central State Univ., Edmond, Okla.
Pub Date—88
Note—41p.
Journal Cit—Tower Review; v5 n1 spec iss Spr 1988
Pub Type— Reports - Research (143) — Information Analyses (070) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Allied Health Occupations Education, Decision Making, *Disadvantaged Youth, *Dropout Prevention, *Educational Planning, *English (Second Language), Futures (of Society), Migrant Education, Migrant Workers, Postsecondary Education, Potential Dropouts, Secondary Education, *State Programs, *Statewide Planning, Student Attitudes, Student Recruitment, Teacher Education, Trade and Industrial Education, *Vocational Education
Identifiers—Oklahoma
This issue is dedicated to vocational and adult education. "Our Children's Future: Programs for Success" (John Folks) presents the goals for public education in Oklahoma. "Vocational Education in Oklahoma: Responding to Change" (Roy Peters) provides background information on vocational education in Oklahoma and enumerates the strategic directions for the future. "Preferences and Characteristics of Health Occupations Students in Three Postsecondary Educational Settings" (Karen Gable) compares the information and decision-making preferences of 1,188 health occupations students enrolled in different educational settings in Indiana. "An Occupational Analysis of Oklahoma T&I Teachers: Implications for Teacher Education" (Richard Sullivan) presents the results of a study to determine the educational tasks considered most important by trade and industrial education teachers in Oklahoma. "Vocational Education for Disadvantaged Students" (Jerry Wircenski, Lynda West, Michelle Sarkees) addresses dropout prevention for disadvantaged high school students. "Finding the Elusive ESL (English as a Second Language) Student: Mexican Migrant Workers in a Midwest Suburb" (Robert Nolan) describes the problem of locating Mexican migrant workers for the purpose of recruiting them for educational programs. (YLB)

ED 300 535 CE 051 104
Aslanian, Carol B. Brickell, Henry M.
How Americans in Transition Study for College Credit.
Aerospace Education Council of Michigan, Lansing.
Report No.—ISBN-0-87447-312-8
Pub Date—88
Note—129p.
Available from—College Board Publications, Box 886, New York, NY 10101-0886 ($9.95; 5 or more: 20% discount).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Development, Adult Education, *Adult Learning, *Adult Students, Behavior Change, Career Change, *College Credits, Educational Research, Middle Aged Adults, *Midlife Transitions, *Student Motivation
This report presents the findings from a study to describe how Americans in transition study for college credit and to establish the extent of degree versus nondegree study. Introductory materials discuss why and how the study was made and the annual rate of adult credit study. Part I describes the demographic characteristics of the 1,000 adults in-

terviewed who had taken a course or an entire program for college credit at any time in the previous two years. A discussion of each characteristic makes observations and offers interpretations. A graph illustrating the findings follows each discussion. Part II begins with descriptions of the type and nature of degree study among adults and then continues with descriptions of patterns of adult study among both degree and nondegree students combined. The same format as in part I is followed: observations, interpretations, and a bar graph. Part III concludes the report with descriptions of differences among adult students with respect to demographic characteristics and patterns of study. (YLB)

ED 300 536 CE 051 110
The Mass Basic Skills Programs: An Introduction.
Business Council for Effective Literacy, New York, NY.
Pub Date—Sep 84
Note—7p.
Journal Cit—BCEL Newsletter for the Business Community; v1 p4-9 Sep 1984
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, *Basic Skills, Churches, Colleges, Community Organizations, *Correctional Education, *English (Second Language), Higher Education, Illiteracy, *Literacy Education, Public Libraries, Universities, Voluntary Agencies

The major adult basic skills programs in the country are reaching about 5 percent of adults needing help with their basic skills. All are identifiable entities with their own organizational pattern, funding base, and goals. There is an increasing degree of cooperation among them. The federal Adult Basic Education (ABE) Program is the largest single adult basic skills program in the nation. Though state education agencies have general oversight responsibility for ABE, the responsibility for creating and operating programs rests in local hands, primarily school districts. Laubach Literacy Action and Literacy Volunteers of America are the major national voluntary literacy organizations. Public libraries are a vital link in the literacy network, connecting and collaborating with federal ABE programs, the voluntary literacy organization affiliates, community colleges, and other community-based programs. Community-based organizations have the best record for reaching and teaching adults with the lowest educational achievement. Some colleges and universities are beginning to develop basic skills outreach services for functional illiterates who are not college bound. ABE and the Office of Refugee Resettlement operate literacy and basic skills programs for new Americans. Correctional institutions and churches also provide limited literacy and basic skills education. (Contacts and addresses are provided.) (YLB)

ED 300 537 CE 051 113
The Case for Computers.
Business Council for Effective Literacy, New York, NY.
Pub Date—Jul 85
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; n1 v4 p4-5 Jul 1985
Pub Type— Journal Articles (080) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Basic Skills, *Computer Assisted Instruction, *Illiteracy, *Literacy Education

Given the large gap between the millions of adults in need of basic literacy skills and the shortage of teachers, tutors, and funds to serve them, computer-assisted instruction (CAI) has the potential to reduce the gap. The merits of CAI include its holding power, provision of a positive learning environment, opportunity to learn about computers, enhancement of teacher productivity, instructional effectiveness, and attrition reduction. Notable models embodying many of these elements are the ABLE (Adult Basic Literacy/Education) program and the U.S. Navy's Wisher-Duffy system. Information on the extent of CAI use points to great variation from one literacy-providing sector to another. Elements that impede the wider use of computers to teach adult basic skills include limited access to hardware, lack of good software, prevailing attitudes of educators who resist new techniques, lack of training for educators in the use of CAI, and lack of a central communications network to enable educators to gather information about computers in basic skills and for share experience. (YLB)

ED 300 538 CE 051 115
Libraries & Literacy.
Business Council for Effective Literacy, New York, NY.
Pub Date—Jan 86
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; v1 n6 p1,4-5 Jan 1986
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Illiteracy, Library Collection Development, *Library Extension, *Library Role, Library Services, *Literacy Education, *Public Libraries

Paradoxically, for reasons both philosophical and practical, public libraries are uniquely positioned to assist the 72 million Americans who, by virtue of being illiterate or marginally literate, are not ordinarily library users. A formal link between libraries and literacy can be traced back to the 1920s when the American Library Association (ALA) established its Commission on Library and Adult Education. This action was based on the proposition that education is a lifelong process—and that libraries constitute an alternative education system. In the 1960s and 1970s, libraries began to focus on groups in need of special services and established outreach services. Public libraries moved into their present position of leadership in the national literacy movement. Service delivery in an individual library depends on size, staff, location, budget, and sensitivity to the problem of illiteracy in its community. California has one of the most highly developed models of service delivery. Roughly a dozen other states have mounted significant statewide library-based literacy activities and coalitions. Examples of emerging patterns in libraries include collaboration and cooperation between libraries and literacy organizations, prevention by breaking the cycle of illiteracy, and development of reading collections with appropriate reading materials. ALA's priorities are public awareness, federal support, and the role of librarians as advocates. (YLB)

ED 300 539 CE 051 116
CBOs: Reaching the Hardest to Reach.
Business Council for Effective Literacy, New York, NY.
Pub Date—Apr 86
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; v1 n7 p1,4-5 Apr 1986
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Basic Skills, *Community Involvement, *Community Organizations, *Disadvantaged, Economically Disadvantaged, Economic Development, Illiteracy, *Literacy Education, Minority Groups, Unemployment

The agents most successful in reaching and teaching those most in need of basic skills instruction are the community-based organizations (CBOs). They come into being in response to social and economic problems faced by their constituents—disadvantaged minorities, the poor, the unemployed, and the alienated. Because of their close ties to the communities they serve, CBOs recruit and retain persons who would not align themselves with a public school or program staffed by outside personnel. A common thread among CBOs is "empowerment." Two CBO examples are the Dungannon Development Commission, formed by residents of an isolated Appalachian mountain community, and the Highbridge Community Life Center in New York City's South Bronx, whose activities and services address the needs and aspirations of the residents. Key features of CBOs are that they are of the community, instructional settings are noninstitutional and nonthreatening, respect for learners is valued more than teachers' academic credentials, paid staff work as facilitators, curriculum is based on participants' perceived needs, the instructional style is highly participatory, and essential support services are provided. Most CBOs operate on shoestring budgets, while receiving the least funding from public and private sources. The Association for Community Based Education is the only national body organized to represent CBOs. (YLB)

ED 300 540 CE 051 117
Spangenberg, Gail
The Broadcast Media & Literacy.
Business Council for Effective Literacy, New York, NY.
Pub Date—Jul 86
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; v1 n8 p1,4-5 Jul 1986
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Broadcast Television, *Cooperative Programs, Educational Cooperation, *Illiteracy, *Literacy Education, Programing (Broadcast), *Public Television
Identifiers—*Project Literacy U S

Project Literacy U.S. (PLUS) combines national network television and radio broadcasts with community action, alerting the public to the urgency of the adult illiteracy problem and helping to mobilize efforts to deal with it in towns and cities across the United States. All 525 affiliate and member stations of the American Broadcasting Company (ABC) and the Public Broadcasting Service (PBS) take part by airing programs, referring member stations take part by airing programs, referring individuals to local programs of instruction, and otherwise giving assistance to individuals and groups in their communities. The PLUS initiative is conducted in two phases. The first, in process since January 1986, is focused on building an outreach infrastructure via the local ABC and PBS stations. The second, on-the-air coverage, operated throughout the September 1986-June 1987 broadcast season. The PLUS campaign overlaps, and works in cooperation with, the national multimedia campaign begun in January 1985 by the Coalition for Literacy and the Advertising Council. In some states, special television projects are in progress that will serve to reinforce the PLUS and Advertising Council efforts. However, short-run success in raising public awareness could ultimately result in failure, unless public and private sector funding sources can respond quickly with substantial new monies to support and nurture the new activities that will be generated. (YLB)

ED 300 541 CE 051 118
Behind Bars.
Business Council for Effective Literacy, New York, NY.
Pub Date—Oct 86
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; v1 n9 p1,4-5 Oct 1986
Pub Type— Journal Articles (080) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Adult Vocational Education, *Basic Skills, *Correctional Education, Illiteracy, *Literacy Education, Prisoners, *Rehabilitation Programs

Although there may not be a direct causal relationship between illiteracy and crime a look at the broader picture points to a significant connection. As many as 50 percent of adults in federal and state prisons cannot read or write at all; the majority of prisoners are poor; blacks, comprising only 12 percent of the general population, make up nearly half of the prison population; eventually, 95 percent of all those in prison return to society; and an estimated 70 percent will be back in prison within a year of release. Although many feel that basic skills training should be mandatory in correctional institutions, only the federal prison system requires it. Although academic and vocational programs exist in most state prisons, they have been unable to address more than a fraction of the need. States vary tremendously in the level of service provided, degree of participation in work and school activities, and provision of incentives and compensation. Major obstacles to correctional education are lack of money, inmate movement and turnover, lack of motivation, and insufficient recruitment and incentives. A national survey included in the National Institute of Corrections report identifies a number of exemplary prison programs. Local businesses and industry can participate through providing apprenticeships and volunteer tutors. (YLB)

ED 300 542 CE 051 119
Literacy is a New Language.
Business Council for Effective Literacy, New York, NY.
Pub Date—Jan 87
Note—5p.

Journal Cit—BCEL Newsletter for the Business Community; v1 n10 p1,4-6 Jan 1987
Pub Type— Journal Articles (080) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *English (Second Language), Illiteracy, *Immigrants, *Limited English Speaking, *Literacy Education, *Second Language Instruction, Second Language Learning, Spanish Speaking

Immigration and the role of English are issues very much on the minds of Americans. "English-only" laws in California and elsewhere have ironically not included provision for funding English-language instruction. Nationwide, the demand for classes far exceeds the supply. A survey shows that 37 percent of illiterate adults do not speak English at home and that up to 86 percent of non-English speakers who are illiterate in English are also illiterate in their native languages. Furthermore, the limited English speaking segment of the population is growing in size and in importance. Up to one-third of those added to the ranks of limited-English speakers every year are not new immigrants, but the products of U.S. schools. Usually, literacy is thought of as the reading and writing skills required by persons who already speak English, indeed, many English speakers use the spoken language alone to "get by". English as a Second Language (ESL) experts consider the development of listening and speaking skills a prerequisite for learning to read and write for limited English speakers who do not know how to listen to, comprehend, and utter the spoken language. Major funding and service paths include the Adult Basic Education Program, Refugee Assistance Agencies, the Department of State, vocational education programs, voluntary organizations and libraries, community-based organizations, migrant programs, and business and industry. Given the scale of the problem, the major funding responsibility must reside in the public sector. (YLB)

ED 300 543 CE 051 120
Colleges & Literacy.
Business Council for Effective Literacy, New York, NY.
Pub Date—Apr 87
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; n11 p1,4-5 Apr 1987
Pub Type— Journal Articles (080) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, *College Role, *Colleges, Community Colleges, Higher Education, Illiteracy, *Literacy Education, Universities

The role of higher education institutions may be changing as the public becomes increasingly disquieted by the enormity of the adult illiteracy problem. Recognizing the need to help growing numbers of semiliterate freshmen catch up, colleges and universities have set up centers to provide basic skills programs, counseling, and other services. Community colleges are veterans in serving out-of-school adults who are not necessarily college bound. They are the second largest provider of basic skills instruction in the nation, outranked only by federal Adult Basic Education programs operated through the public schools. Experts predict that during the next decade or so responsibility for adult basic education (ABE) will shift predominantly to community colleges. Providing literacy instruction for adults is totally consonant with the mission of community colleges--to expand educational opportunity. Some colleges and univeralities are being drawn into basic skills provision through the federal College Work-Study Program, a component of which trains students to work as tutors in community literacy programs. Increased attention to adult literacy in higher education is also evident from basic and applied research activities developing on numerous college campuses around the country. A study has also recommended that higher education focus its efforts on teacher training to prevent illiteracy. (YLB)

ED 300 544 CE 051 122
Unions: Bread, Butter & Basic Skills.
Business Council for Effective Literacy, New York, NY.
Pub Date—Oct 87
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; n13 p1,4-5 Oct 1987
Pub Type— Journal Articles (080) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Basic Skills, Collective Bargaining, *Consortia, Cooperative Programs, Coordination, Educational Cooperation, *Literacy Education, *Unions

Unions are natural providers of basic skills instruction. They are in daily workplace contact with their membership, are trusted to work on members' behalf, and speak the language of the worker. Unions are trying to address the needs of illiterate workers through collective bargaining arrangements in which employers contribute a percentage of their payroll for the training and upgrading of their workers. Such programs may be jointly administered by unions and management, which may provide the instruction directly or contract it out. Unions may independently seek the services of the adult basic education programs. Other alternatives include partnerships between unions, employers, education providers, and state administrative agencies. A preeminent collective bargaining model is the United Auto Workers-Ford Motor Company Employee Development and Training Program. It is both job-related and concerned with the personal growth of the individual. Eight smaller unions banded together in New York City to form the Consortium for Worker Literacy, which provides education to help workers maintain current jobs or retrain for new ones before job loss. The AFL-CIO is exploring the use of a cutting-edge curriculum, the Job Skills Education Program, built on the analysis of job tasks and the basic skills required for them. Union members also participate in planning bodies and sit on private industry councils. (YLB)

ED 300 545 CE 051 123
Service Provision: Recent Gains, Current Problems.
Business Council for Effective Literacy, New York, NY.
Pub Date—Jan 88
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; n14 p1,5-6 Jan 1988
Pub Type— Journal Articles (080) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Programs, Basic Skills, *English (Second Language), Financial Support, Illiteracy, *Literacy Education, Policy Formation, Voluntary Agencies

Organizations and groups responsible for the bulk of the nation's adult basic skills provision are currently reaching an estimated 9-10 percent of the needy population. This represents an increase from the 7-8 percent reached in 1984. Adult Basic Education (ABE), the largest single program in the nation, has shown an overall growth in enrollment of 25 percent in just 2 years (1984-1986). The greatest growth has been in service to English as a second language students; four states--California, Florida, Texas, and New York--account for 50 percent of the total ABE enrollment. More than one-third of enrollees drop out of ABE before finishing their program. The two major voluntary organizations, Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA) have experienced dramatic growth in their service since 1984. Both have faced a heavy new demand for technical assistance and have received more, but still inadequate, funding. The other provider groups are collectively serving an increased number of persons, particularly library-based programs and community-based organizations. Various officials of these groups indicate that the television awareness campaigns and other national activities have greatly heightened interest in the special needs of their constituencies. Primary problems facing the field are a mood of pessimism, inadequate funding, inadequate planning to meet long-term needs, and slow federal and state policy development. (YLB)

ED 300 546 CE 051 124
Approaching Workforce Literacy.
Business Council for Effective Literacy, New York, NY.
Pub Date—Apr 88
Note—3p.
Journal Cit—BCEL Newsletter for the Business Community; n15 p1,4 Apr 1988
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Cooperative Programs, Educational Cooperation, Educational Legislation, Illiteracy, *Labor Force Development, *Literacy Education, State Legislation, State Programs, *Statewide Planning
Identifiers—Job Literacy

Profound changes in the structure of the workplace and in the nature of jobs now make reading, writing, and other communications skills vital to the performance of even entry-level jobs. However, massive numbers of present and future workers have only minimal or marginal proficiency in the basic skills. The problem will get worse as the labor pool continues to change--with members of minority groups, school dropouts, and refugees and immigrants making up an increasing portion of that pool. Some of the most significant new planning and thinking on work force literacy is occurring at the state level. One of the most wide-ranging and comprehensive plans developed to date is the Massachusetts Workforce Literacy Plan. Over three years, the plan proposes to expand the number of adults served from 45,000 to 100,000 annually and to link literacy to clearly defined job market needs. Illinois has been a model of comprehensive statewide literacy planning since 1984. It is now moving strongly into workplace literacy as a major component by launching a statewide public awareness and fundraising campaign for local programs. In New York, 11 projects are being funded under the new Workplace Literacy Program, with all of them being carried out under union sponsorship. Most projects involve collaboration among a range of organizational types. (Names and addresses of resource persons are provided.) (YLB)

ED 300 547 CE 051 125
Guiding Lights: Policy & Planning.
Business Council for Effective Literacy, New York, NY.
Pub Date—Jul 88
Note—6p.
Journal Cit—BCEL Newsletter for the Business Community; n16 p1,6-9 Jul 1988
Pub Type— Journal Articles (080) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Basic Skills, *Economic Development, *Employment Projections, Employment Qualifications, Futures (of Society), *Job Skills, *Labor Force Development, Policy Formation, Productivity, Public Policy

Two significant reports that were published recently have important implications for policymakers, employers, and literacy workers. "Workforce 2000," commissioned by the U.S. Department of Labor, is intended to help shape federal workplace policies and programs as the nation moves toward the next century. The report documents labor patterns and social trends that will produce an unrecognizable America. Chief among the changes is the shift from manufacturing to service industries. The fastest growing jobs show a striking trend toward higher educational requirements. The problem that looms becomes apparent when the trend toward higher skilled occupations is juxtaposed with the inadequate skills of the developing work force. The study sees employers having a new and more extensive role to play in the development of their work force. "Toward a More Perfect Union," a Ford Foundation report, proposes that a national effort to address the current crisis in basic skills will advance the nation's goals. The report implies the need to analyze the consequences of inadequate skills together with their effects on the decline of the nation's work productivity. It asserts that policy planners and legislators must develop more unified responses to the interlocking problems of basic skills, poor families, and the economic future, and argues that basic skills and economic growth are interdependent. (YLB)

ED 300 548 CE 051 126
Dumbing Down or Smartening Up?
Business Council for Effective Literacy, New York, NY.
Pub Date—Jul 88
Note—4p.
Journal Cit—BCEL Newsletter for the Business Community; n16 p4-5 Jul 1988
Pub Type— Journal Articles (080) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Automation,

*Computer Oriented Programs, Efficiency, Employer Attitudes, Job Enrichment, *Job Simplification, Job Skills, Job Training, Labor Utilization, Productivity, *Work Environment

Critics call computerized innovations and other changes in the workplace examples of the employers' "dumbing down" of jobs for illiterate workers. Others disagree and say the changes free workers from routine, monotonous tasks and permit them to learn more complex procedures and to take on more responsibility. Findings of a survey of business leaders, union officials, literacy researchers, curriculum and program designers, and others show a variety of opinions. Some see the changes as one more step in the process of "work simplification," some see them simply as labor-saving devices, and some see them as enabling companies to lower the job category to justify lower salaries. A trend toward visualization, compensation for the fact that there are fewer people to fill entry-level positions, and a process of "adjusting material to purposes" are among other theories advanced. Some argue that machines are making work more complex. The downside to all these innovations that reduce effort, increase efficiency and productivity, free the worker from repetition, and stand for general progress may be that it creates a "worker class society" of workers who cannot learn and advance. The other side argues that motivated workers can advance through management training programs. It is also argued that job simplification is useful in solving a company's short-term problem, but is a useful process only when used in conjunction with other training to reduce turnover and make maximum use of employees. (YLB)

ED 300 549 CE 051 127

Double Jeopardy: Homeless & Illiterate.

Business Council for Effective Literacy, New York, NY.

Pub Date—Oct 88

Note—5p.

Journal Cit—BCEL Newsletter for the Business Community; n17 p1,4-6 Oct 1988

Pub Type— Journal Articles (080) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Federal Aid, Federal Legislation, *Homeless People, Housing Needs, *Illiteracy, *Literacy Education, *Poverty

Identifiers—*Stewart B McKinney Homeless Assistance Act 1987

For the first time, federal funding for literacy services will focus new attention on the plight of the homeless. Under the McKinney Homeless Assistance Act, each state will receive funds for literacy for the homeless. Although there are no firm estimates on how many persons are homeless, a number of indicators point to a problem of major and growing proportions. The homeless belong to three broad categories, which frequently overlap: the situational homeless, the marginal homeless, and the chronically homeless. The widespread escalation of the homeless family contains the seeds of disintegration of the very fabric of American life. Yet the majority of shelters today do not accept whole families. Illiteracy is an important element of the plight of the homeless, and provision of literacy services could make a difference. Two of the most innovative literacy programs for the homeless, Project Adaptive Literacy of the Volunteers of America of Greater New York and the Community Occupational Readiness and Placement Program in Philadelphia, provide a wide range of services of which literacy is just one, although an integral, part. Lessons learned from such programs are present in the McKinney Act in its many built-in safeguards. In addition to literacy and job training, the act will fund related transportation, child care, and counseling costs. Funded projects must be coordinated with agencies that provide a broad range of social and human services. (YLB)

ED 300 550 CE 051 140

Needs Assessment for the Commonwealth of Pennsylvania: Comprehensive Plan for Vocational Education. Final Report. [Volume I.]

Nagy (Mark C.) Associates, Rosemont, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—Oct 87

Contract—83-8001

Note—176p.; "Because of its length, Chapter IV and its related Appendix D are included in a separate volume." (Volume II has not been acquired by ERIC).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Educational Facilities, *Educational Needs, *Employment Patterns, *Enrollment Trends, Labor Needs, Labor Supply, Needs Assessment, *Occupational Information, *Population Trends, Postsecondary Education, Program Descriptions, Program Improvement, Secondary Education, Statewide Planning, *Vocational Education

Identifiers—*Pennsylvania

This document reports on a needs assessment conducted to determine demographic, occupational, and educational data in Pennsylvania, results of which were to be used to update the state's comprehensive vocational education plan. Answers to three major questions were sought for Pennsylvania and its 67 counties. The questions and their subtopics were as follows: (1) what are the human capital indicators (characteristics of the population, the labor force, employed and unemployed persons, and special needs populations)? (2) what are the occupational characteristics (current occupations, worker mobility patterns, emerging occupations, labor supply and demand)? and (3) what are the characteristics of publicly supported vocational education (enrollments, completers, programs, services, facilities, intergovernmental cooperation, and regionalization)? Information was gathered through a review of related national and Pennsylvania studies and through data collected by state agencies. This document contains the literature review and results of the research, reported for the commonwealth of Pennsylvania as a whole. Appendixes to the study include an annotated bibliography of 25 pages, definitions, and lists of postsecondary vocational education programs. (KC)

ED 300 551 CE 051 142

Cotrell, Calvin J.

Vocational Education Professional Personnel Development Center Accountability System. Final Report.

Indiana Univ. of Pennsylvania.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—20 Aug 88

Contract—83-8006

Note—83p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accountability, College Programs, Cooperative Planning, *Cooperative Programs, Delivery Systems, Evaluation Criteria, *Evaluation Methods, Higher Education, *Institutional Cooperation, Productivity, *Professional Development, Program Evaluation, *Recordkeeping, State Departments of Education

Identifiers—*Pennsylvania

In response to a mutual need for better communication between the Pennsylvania Department of Education's Bureau of Vocational and Adult Education (BVAE) and four universities in Pennsylvania operating vocational education professional personnel development centers, an accountability system was designed through a cooperative effort with center directors and state staff. Through meetings and mailings, task force members (1) developed measurable process and product objectives for each fundable center activity; (2) designed a recordkeeping system with a procedure compatible for computer application to provide cost and other pertinent data; (3) designed an instrument for collecting information from staff regarding time, travel, and other factors pertinent to each center activity; and (4) designed a procedure for formative and summative evaluation of center activity that uses both internal and external personnel. The task force approved the products created and established a schedule for implementing the system. Data will be gathered through the system beginning in 1989-90. (KC)

ED 300 552 CE 051 143

Mott, Ruth M.

The Relationship of Postsecondary Vocational Business School Secretarial Curriculum to the Skill Requirements of Local Major Secretarial Employers.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

Pub Date—Jun 88

Contract—83-8008

Note—131p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Business Education, Computer Literacy, *Employer Attitudes, Employment Potential, *Employment Qualifications, Entry Workers, *Graduation Requirements, Job Skills, *Office Occupations Education, Postsecondary Education, *Proprietary Schools, *Secretaries, Shorthand, Typewriting, Word Processing

Identifiers—*Pennsylvania (Harrisburg)

The purpose of a study was to analyze employers' secretarial skill requirements and the secretarial curriculum requirements of postsecondary proprietary business schools in the Harrisburg, Pennsylvania, area and to determine if and how the requirements differed. Data were gathered through a survey mailed to the 10 largest nongovernmental employers in the Harrisburg area and the four area proprietary business schools that offer a secretarial certificate program. The questionnaires were formulated by a panel of experts from outside the survey area. The results showed that all employers required a high degree of typing proficiency and some proficiency in recorded dictation skills. Half of the employers did not require shorthand. All employers required word processing skills, and most required computer skills in varying degrees. Other skills employers wanted included telephone communication, business mathematics, business English, and interpersonal competence. Employers also desired a positive attitude. The business schools required a high degree of typing proficiency, and many required shorthand skills. However, some of the business schools did not require word processing or computer skills. In addition, skill levels for various types of typing skills varied between the schools and the employers. Curriculum changes were recommended to bring the schools' requirements in line with those of the employers. Fourteen tables and a seven-page bibliography are provided. The appendixes include the survey forms and a sample course description for secretarial subjects. (KC)

ED 300 553 CE 051 144

Hirschoff, Paula

Wider Opportunities: Combining Literacy and Employment Training for Women. Executive Summary of the Female Single Parent Literacy Project Case Studies.

Wider Opportunities for Women, Inc., Washington, D.C.

Spons Agency—John D. and Catherine T. MacArthur Foundation, Chicago, IL.

Pub Date—88

Note—31p.; For the full report, see ED 299 397.

Available from—Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005.

Pub Type— Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Adult Literacy, Adult Programs, Adult Students, Case Studies, Females, *Job Training, *Literacy Education, *Mothers, *One Parent Family, Outcomes of Education, Program Administration, Program Content, Program Effectiveness, Services, *Womens Education

This report contains summaries of case studies of five literacy projects for women conducted under the auspices of Wider Opportunities for Women's Female Single Parent Literacy Project. The programs described in the case studies are the following: (1) Non-Traditional Employment for Women, New York City; (2) Access for Women: Expanding Options for Teen Mothers, Brooklyn; (3) Midwest Women's Center: Women's Apprenticeship and Nontraditional Training, Chicago; (4) the STEP (Strategies to Elevate People) Foundation: Mary Crowley Academy, Dallas; and (5) Wider Opportunities for Women, Inc., Washington, D.C. Each summary provides information on the community, the site, the literacy program (clientele, program principles, strategies and techniques, support services, staffing, funding, and program results), and plans/recommendations for the future. In addition, an executive summary delineates the common threads that run through the five case studies: internal barriers to women's success, and external barriers to women's progress (instability; inaccessible, inappropriate services; lack of support services; and inadequate goal setting) that have been addressed by the programs described. (KC)

ED 300 554 CE 051 145

Women, Illiteracy and Poverty: Breaking the Cycle. An Issue Brief.
National Coalition for Women and Girls in Education.
Pub Date—Jul 88
Note—7p.
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Basic Education, Adult Programs, *Educational Needs, Federal Programs, Futures (of Society), One Parent Family, *Poverty, Program Improvement, Unemployment, *Womens Education

Illiteracy is an alarming national problem. An estimated 27 million Americans are considered illiterate, and another 45 million are considered marginally competent in basic skills. Although literacy efforts have been increasing, little attention has been focused on women. This oversight could be costly. Four critical factors weigh heavily in favor of the needs of literacy education for women: (1) the economic jeopardy of poorly educated women and the families they head; (2) the cycle of illiteracy; (3) increased labor force participation of women; and (4) family needs. Illiteracy is increasingly linked to America's deepest problems: teenage pregnancy, crime, chronic unemployment, long-term welfare dependency, and poverty. Each year the lives of millions of women and children are tragically affected by illiteracy. In the future, two out of three new entrants to the labor force will be women, and few jobs will fall into the low-skill category. If women are to benefit from the jobs of the future, their literacy needs must be met. Programs must not only address their learning needs, but must also provide support services (such as child care) so they can learn. More public funds should be targeted toward women, and provider programs must be coordinated to help women and the families they head to break out of the cycle of illiteracy and poverty. (KC)

ED 300 555 CE 051 147
Matson, Susan
The GED and Learning Disabled Students: Suggestions for Teaching, Testing, and Understanding the Problem.
Pub Date—[88]
Note—10p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, *Classroom Techniques, Cognitive Style, *Educational Diagnosis, *High School Equivalency Programs, Learning Activities, *Learning Disabilities, *Teaching Methods
Identifiers—*General Educational Development Tests

This paper suggests techniques that teachers who prepare adult students for the General Educational Development (GED) tests can use with students who have learning disabilities. The first part of the paper presents a brief overview of symptoms exhibited by students who are learning disabled. Symptoms are classified under general behaviors, reading, mathematics, expressive language, organization, memory, processing difficulties, and difficulties with other psychological processes. The remainder of the paper focuses on classroom techniques for addressing adult students with learning disabilities. Information is included on choosing learning strategies, reducing stress, modifying teaching approaches, encouraging active student learning, providing multisensory activities, and stressing language development similar to that which is expected on the GED test. (KC)

ED 300 556 CE 051 148
Sweeney, R. Carol
Adult Learning, Adult Learning Styles, and Critical Thinking: The Impact on the University Classroom.
Pub Date—Nov 88
Note—35p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1-5, 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Development, *Adult Education, *Adult Students, Classroom Environment, Classroom Techniques, *Cognitive Style, Educational Objectives, *Educational Philosophy, Educational Theories, Learning Activities, Postsecondary Education, Problem Solving, Student Attitudes, Teacher Attitudes, *Teaching Methods

This paper focuses on how the entrance of greater numbers of adults into university classes has changed and should continue to change the methods of teaching. The first part of the paper traces the history of the philosophy of adult education, recounting liberal education theories, progressive theories, behaviorist theories, humanistic approaches, and radical adult education theories. The second part details how the various concepts of adult development advocated by recent researchers such as Houle and Knowles have led to changes in adult education. This section is followed by two sections providing information on adult learning styles and adult critical thinking skills as seen through research in adult education. The final section seeks to apply these principles in the university classroom, suggesting refinements in teaching principles, teaching methodologies, classroom environment, classroom activities, classroom techniques, and student expectations in order to respond to adult students. A five-page bibliography is included in the paper. (KC)

ED 300 557 CE 051 156
Cheek, Gerald, Ed.
Regional Strategic Planning for Employment and Training: Reality or Fantasy? Research Series No. 2.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
Pub Date—Oct 88
Note—59p.
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cooperative Planning, *Economic Development, Employment, Employment Projections, *Institutional Cooperation, Labor Needs, Postsecondary Education, *Regional Planning, Regional Programs, *Research Needs, Social Planning
Identifiers—*Strategic Planning, University Council for Training and Development

This document contains a paper on strategic planning for regional economic development by David Passmore, and reactions to it from the 1988 Mid-Year Meeting of the University Council for Training and Development. Papers contained in this proceedings are as follows: "Strategic Planning of Employment and Training for Regional Economic Development" (David L. Passmore); "Some Perspectives on Passmore's Paper" (Fred L. Otte and John H. Preston); "Tinkerland and Training and Development: Setting the Research Boundaries and Aims" (Ronald L. Jacobs); "Coefficients for Strategic Planning: The Tinkerland Approach" (Gary D. Geroy); "Is Leontief's Model Appropriate for Regional Planning?" (Richard B. Armstrong, Jr.); "Holistic Approach to Regional Strategic Planning" (Glenn E. Baker); "A Private Sector Perspective on 'Strategic Planning of Employment and Training for Regional Economic Development'" (Gary N. McLean and Richard A. Swanson); and "Tinkerbell's Response" (Walter A. Cameron). (KC)

ED 300 558 CE 051 157
Bolton, Elizabeth B.
Personal and Organizational Development through a Leadership Development Program.
Pub Date—Nov 88
Note—28p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1-5, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Citizen Participation, *Leadership Qualities, *Leadership Training, Learning Activities, Organizational Development, *Outcomes of Education, Postsecondary Education, *Program Effectiveness, Program Evaluation, *Volunteers, Volunteer Training

A leadership development program was conducted by the home economics department of the University of Florida. The program consisted of an 11-week structured learning experience conducted by county home economics extension faculty for participants recruited from local voluntary associations in four counties. The broad objective of the program was to develop a cadre of local leaders who were able to identify and resolve issues in neighborhoods and communities. A self-report method using the focus group interview was used to collect data from the participants; 24 of 58 people who completed the course participated in the focus group interviews. Content analysis of the interview reports focused on indicators of change in the four dependent variables: (1) increase in knowledge; (2) increase in capability; (3) increase in participation and leadership in voluntary associations; and (4) increase in involvement in community affairs. The results of this study show that leadership skills, knowledge, and attitudes, acquired or reinforced through a structured learning experience, were applied by the participants to local problems and issues. (KC)

ED 300 559 CE 051 159
Doese, Ellen Koe Miller, W. Wade
Factors Affecting the Future Enrollment of Students in Vocational Agriculture.
Pub Date—88
Note—65p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Agricultural Education, Educational Needs, *Educational Trends, Enrollment Influences, *Enrollment Trends, Secondary Education, *Student Attitudes, Student Recruitment, *Vocational Education
Identifiers—Future Farmers of America, *Iowa (Cedar Falls), *Iowa (Waterloo)

A study was conducted to determine how to reverse the downward trend in high school vocational agriculture enrollments in Iowa. The study sought to describe student perception of the agriculture program and what factors are involved in this perception; the length and names of the curriculum offerings within the agriculture department and how they affect enrollment; student perceptions concerning membership in the Future Farmers of America (FFA); and the impact that gender, place of residence, and grade level had on student response. Data were obtained from a survey of 8th-, 9th-, and 10th-grade students in the Waterloo-Cedar Falls, Iowa, area. Responses were received from 306 of the 412 students surveyed (74 percent). Some of the results are as follows: (1) students thought of agriculture as "farming"; (2) students thought that vocational agriculture should be offered for science credit; (3) college admission requirements are a barrier to students' continuation in vocational agriculture in the 11th and 12th grades; (4) scheduling problems are a factor in reducing vocational agriculture enrollments; and (5) less than half of the students were interested in FFA. The study concluded that enrollments in vocational agriculture will continue to drop and that changes in the vocational agriculture curriculum are needed if the trend is to be reversed. Survey forms are appended. (KC)

ED 300 560 CE 051 160
Hunt, Sally N. Mann, Mary Beth
Effectiveness of the Parenthood Education Semester Course in Secondary Schools in Louisiana. Vocational Education Research.
Northwestern State Univ., Natchitoches, La.
Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date—May 88
Note—150p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—High Schools, Home Economics, *Outcomes of Education, *Parenthood Education, Pretests Posttests, *Program Effectiveness, Program Evaluation, Research Problems, State Curriculum Guides, *Student Attitudes
Identifiers—*Louisiana

A research project was conducted to determine the effects of the Parenthood Education semester course on Louisiana students' knowledge of parenting and child development and their attitudes toward children and parenting. Data were collected from 563 high school students in 16 randomly selected schools through their home economics teachers, using pretests and posttests. One-way and two-way analyses of variance of data from the posttest pointed to a marked lack of significant results. The only dependent variable that showed significance was "knowledge of discipline techniques." However, there were significant differences between groups based on race, religion, geographic region, and school size for "knowledge of child development," "knowledge of discipline techniques," and "attitude variables." The study concluded that treatment effects seem to be masked by other factors. Recommendations were made for inservice training of teachers who teach the parenthood edu-

ostion course and for further research using a larger sample. (KC)

ED 300 561 CE 051 161
Shea, Mary Lou And Others
Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators. A Leader's Guide.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—85
Note—77p.; For related documents, see CE 051 162-171.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Classroom Techniques, *Clinical Teaching (Health Professions), Educational Needs, *Inservice Teacher Education, Leaders Guides, *Leadership, Learning Activities, Learning Modules, Lesson Plans, Needs Assessment, Postsecondary Education, *Practicum Supervision, Program Development, Program Evaluation, Program Implementation, Records (Forms), Secondary Education, *Staff Development, Teaching Methods
This leader's guide explains the use of a set of 11 companion learning modules for providing staff development for health occupations clinical educators. It is divided into two parts. Part 1 deals with the following aspects of instructor staff development: the need for staff development, instructional leadership, supervision of clinical instruction, evaluation of instruction, and goal setting for effective staff development. The following topics related to implementation of the clinical education modules are covered in part 2: the purpose and content of the modules; their format; staff development using the modules; needs assessment; and planning, conducting, and evaluating staff development. Appendixes include a clinical instructor self-assessment instrument, module planning worksheet, staff development activities, samples of completed clinical instructor self-assessment instrument and module planning worksheets, and a staff development evaluation form. (MN)

ED 300 562 CE 051 162
Shea, Mary Lou And Others
Characteristics and Roles of the Clinical Instructor. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—85
Note—27p.; For related documents, see CE 051 161-171.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, *Clinical Teaching (Health Professions), *Inservice Teacher Education, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Secondary Education, Staff Development, *Teacher Characteristics, *Teacher Responsibility, *Teacher Role
This learning module, which is part of a staff development program for health occupations clinical instructors, discusses the many roles, characteristics, and responsibilities of health occupations clinical instructors. It includes learning activities dealing with the characteristics needed by clinical instructors and the roles of the clinical instructor. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 563 CE 051 163
Shea, Mary Lou And Others
Teaching Skills in the Clinical Setting: Assessing Students' Learning Styles. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—85
Note—102p.; For related documents, see CE 051 161-171.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Classroom Observation Techniques, *Clinical Teaching (Health Professions), *Cognitive Style, *Evaluation Methods, *Inservice Teacher Education, Learning Activities, Learning Modules, Lesson Plans, Observation, Postsecondary Education, Secondary Education, Staff Development, *Student Evaluation, Testing
This learning module, which is part of a staff development program for health occupations clinical instructors, presents techniques for assessing students' learning styles. It includes learning activities dealing with theories pertaining to learning styles; facts and principles of learning styles; the elements of learning style; and the use of instruments, tests, and observation to assess learning style. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 564 CE 051 164
Shea, Mary Lou And Others
Teaching Skills in the Clinical Setting: Developing Measurable Performance Objectives. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—85
Note—55p.; For related documents, see CE 051 161-171.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Allied Health Occupations Education, *Behavioral Objectives, *Clinical Teaching (Health Professions), *Evaluation Criteria, *Inservice Teacher Education, Job Performance, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Secondary Education, Staff Development, *Student Evaluation
This learning module, which is part of a staff development program for health occupations clinical instructors, covers the techniques entailed in developing and writing measurable performance objectives. It includes learning activities dealing with the components, characteristics, and domains of measurable performance objectives; levels of cognitive objectives; and techniques for revising and writing measurable performance objectives. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 565 CE 051 165
Shea, Mary Lou And Others
Teaching Skills in the Clinical Setting: Planning Teaching Methods. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—85
Note—52p.; For related documents, see CE 051 161-171.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, *Clinical Teaching (Health Professions), Demonstrations (Educational), Discussion (Teaching Technique), *Inservice Teacher Education, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Secondary Education, Staff Development, *Student Motivation, *Teaching Methods, *Teaching Skills
This learning module, which is part of a staff development program for health occupations clinical instructors, discusses selecting appropriate and effective teaching methods and identifying ways of involving students in the learning process. It includes learning activities dealing with using the teacher exposition, demonstration-performance, and discussion methods; increasing student involvement; and selecting appropriate and effective teaching methods. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 566 CE 051 166
Shea, Mary Lou And Others
Teaching Skills in the Clinical Setting: Incorporating Creative Teaching Techniques. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—85
Note—84p.; For related documents, see CE 051 161-171.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Brainstorming, Case Studies, Classroom Techniques, *Clinical Teaching (Health Professions), Conferences, *Creativity, Independent Study, *Inservice Teacher Education, *Learning Activities, Learning Modules, Lesson Plans, Peer Teaching, Postsecondary Education, Role Playing, Secondary Education, Simulation, Staff Development, *Teaching Skills
This learning module, which is part of a staff development program for health occupations clinical instructors, discusses various creative teaching techniques that can be used in teaching students to find information, use opportunities to learn, assume responsibility for self-learning, solve problems, apply skills learned to new situations, communicate effectively, become observant, and grow professionally. It includes learning activities dealing with the following: conferences, seminars, buzz groups, and brainstorming sessions; case analysis, case incident study, and role play; tours, journals, and self-directed learning; and selection of appropriate and effective teaching techniques. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 567 CE 051 167
Shea, Mary Lou And Others
Teaching Skills in the Clinical Setting: The Use of Questioning and Problem-Solving Strategies. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date—85
Note—52p.; For related documents, see CE 051 161-171.
Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Allied Health Occupations Educa-

tion, Behavioral Objectives, *Clinical Teaching (Health Professions), *Inservice Teacher Education, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, *Problem Solving, *Questioning Techniques, Secondary Education, Staff Development, *Teaching Skills

This learning module, which is part of a staff development program for health occupations clinical instructors, discusses using the techniques of questioning and problem solving in a clinical instructional setting. It includes learning activities dealing with the importance of using questions in the clinical setting, levels of questions in the cognitive domain, affective questioning in the clinical setting, ways of improving the quality of questioning, and strategies for helping students develop problem-solving skills. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 568 CE 051 168

Shea, Mary Lou And Others

Clinical Supervision Skills: Communication and Conflict Management. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—85

Note—47p.; For related documents, see CE 051 161-171.

Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, *Clinical Teaching (Health Professions), *Communication Skills, *Conflict Resolution, *Inservice Teacher Education, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, *Practicum Supervision, Secondary Education, Staff Development, Supervisory Methods

This learning module, which is part of a staff development program for health occupations clinical instructors, discusses the development of effective communication and conflict management skills. It includes learning activities dealing with the components of and barriers to communication, ways of improving interpersonal communication, sources of conflict in the clinical setting, and techniques for resolving conflict. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 569 CE 051 169

Shea, Mary Lou And Others

Clinical Supervision Skills: Managing the Clinical Environment. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—85

Note—42p.; For related documents, see CE 051 161-171.

Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Clinical Experience, *Clinical Teaching (Health Professions), *Inservice Teacher Education, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, *Practicum Supervision, Secondary Education, Staff Development, *Supervisory Methods, *Teacher Student Relationship

This learning module, which is part of a staff development program for health occupations clinical instructors, discusses the process of managing the physical clinical environment and students' experiences within the clinical environment. It includes learning activities dealing with various aspects of managing the physical environment and student experiences, including setting up facilities for keeping needed resources on hand, establishing rules and guidelines for a safe environment, devising a filing system for important documents and forms, developing a time and rotation schedule for students, motivating students to perform required tasks, and promoting positive discipline. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 570 CE 051 170

Shea, Mary Lou And Others

Clinical Evaluation: Theory and Practice in the Health Occupations. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—85

Note—50p.; For related documents, see CE 051 161-171.

Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, *Clinical Teaching (Health Professions), *Compliance (Legal), *Evaluation Methods, *Inservice Teacher Education, Learning Activities, Learning Modules, Legal Problems, Lesson Plans, Postsecondary Education, Secondary Education, Staff Development, *Student Evaluation

This learning module, which is part of a staff development program for health occupations clinical instructors, discusses the process of clinical evaluation. It includes learning activities dealing with the concept of clinical evaluation, evaluation terminology, problems in and legal aspects of clinical evaluation, and approaches to and techniques for clinical evaluation. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 571 CE 051 171

Shea, Mary Lou And Others

Clinical Evaluation: The Use of Appropriate Evaluation Instruments. Health Occupations Clinical Teacher Education Series for Secondary and Post-Secondary Educators.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—85

Note—57p.; For related documents, see CE 051 161-170.

Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($21.75 for entire set).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, *Clinical Teaching (Health Professions), *Inservice Teacher Education, Learning Activities, Learning Modules, Lesson Plans, Postsecondary Education, Secondary Education, Staff Development, *Student Evaluation, *Test Selection, *Test Use

This learning module, which is part of a staff development program for health occupations clinical instructors, is intended to teach clinical instructors how to select evaluation instruments that are appropriate for the clinical settings in which they are teaching. It includes learning activities dealing with written examination and observational instruments and methods of critiquing and selecting them. Besides the learning activities, the module also includes directions for completing the module, an introduction, module objectives, pre- and posttests and answer keys, definitions of key terms used in the module, a module summary, and references. (MN)

ED 300 572 CE 051 172

Boyum, Paula G. And Others

Health Occupations Orientation Level Core Curriculum.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—87

Note—755p.

Available from—Curriculum Publications Clearinghouse, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 ($39.95).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC31 Plus Postage.

Descriptors—Aging (Individuals), *Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, Communication Skills, Computer Literacy, Core Curriculum, *Daily Living Skills, Diseases, *Health, *Health Services, *Human Body, Interpersonal Competence, Learning Activities, Lesson Plans, Mathematics Skills, Medical Vocabulary, Nutrition, Orientation, Physiology, Problem Solving, Safety, Secondary Education, Self Concept, Study Skills, Well Being

Identifiers—Illinois

This guide is intended for use in teaching a secondary-level orientation course in health occupations that is designed to prepare students for employment in all types of health care facilities and for entry into postsecondary programs. The guide is divided into two parts. The first part consists of a teacher's guide and 11 instructional units dealing with life skills. The teacher's guide discusses the objectives and content of orientation-level health occupations instruction, Health Occupations Students of America, special needs students, general guidelines for implementing the curriculum, the structure and implementation of the orientation units, and useful references for teachers. Topics covered in the life skills units include study skills, self-understanding and self-esteem, personal appearance and behavior, communication, interpersonal relationships, problem solving and decision making, career planning, leadership, applied math, and computer literacy. Part 2 consists of instructional units on the following topics: historical health and medical events, medical terminology, microorganisms, body systems, common diseases, nutrition, wellness, safety, life stages, and the psychology of illness. (MN)

ED 300 573 CE 051 173

Kerwood, Robert V. Starsen, Melle

Should We Cheat the Rural Vocational Education Student? Model Programs for Rural Vocational Education.

Northern Arizona Univ., Flagstaff. Center for Vocational Education.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.

Pub Date—Jul 88

Note—51p.

Pub Type— Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Programs, *Delivery Systems, *Distance Education, *Educational Media, *Educational Philosophy, Educational Trends, Futures (of Society), Multimedia Instruction, Postsecondary Education, Program Development, *Rural Education, Secondary Education, State Programs, *Vocational Education

Identifiers—*Arizona

This project was conducted to determine how best to serve the needs of rural vocational education students in Arizona. The study examined the literature on delivering instruction in such a manner that graduates of all vocational programs have equal opportunity, equal access, and equal competitiveness in the marketplace. Problems in supplying vocational education in rural areas were identified. Twelve methods of ensuring quality in instruction to rural education were explored (mobile units, consolidation, interactive television, one-way televised instruction, microcomputer-mainframe network, satellite computer-based instruction, full network, audio teleconferencing, videotaped lessons, interactive video, regional vocational training centers, and resource sharing), with advantages and disadvantages determined for each method. In addition, the advantages and disadvantages of distance education

were discussed. The project concluded with recommendations for rural vocational programs in Arizona to use as many types of media as possible to provide education–considering it cheaper to transport information than people–and to provide model programs for the areas being served. (KC)

ED 300 574 CE 051 174
Natural Resources Management. A Curriculum Guide for Agricultural Education.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
Pub Date—85
Note—140p.
Available from—Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($7.61).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Administration, Agricultural Education, Competence, Competency Based Education, Conservation Education, *Course Content, *Course Organization, *Environmental Education, *Forestry, Job Skills, *Natural Resources, *Occupational Information, Parks, Postsecondary Education, Secondary Education, State Curriculum Guides, Vocational Education
Identifiers—*Virginia
This curriculum guide provides descriptions and sequenced topical outlines of courses in natural resources management, giving teachers a logical order for teaching the tasks that students should master to comply with competency-based education requirements in Virginia. The guide is organized in four sections. The introduction provides an overview of natural resources management occupations. Following the introduction is the Guide Application, which divides the occupational domain of natural resources management into programs and courses. This section also contains representative "Dictionary of Occupational Titles" (DOT) job titles that apply to this area. The Secondary Programs and Courses section contains program titles and descriptions, the courses included in each program, the applicable DOT titles, and a description and topical outline for each course. The Postsecondary Programs and Courses section includes the program title and description, as well as information related to program majors and specializations. A listing of Virginia Community College System course numbers and titles for Forestry and Recreational Parks and an outline for the postsecondary course follow. Appendixes list resources for books, teaching materials, audiovisual aids, equipment, and tools. (KC)

ED 300 575 CE 051 175
DACUM Chart for Patrol Officer.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
Pub Date—86
Note—6p.
Available from—Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($5.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, Career Choice, Competence, Competency Based Education, *Job Skills, *Law Enforcement, *Occupational Information, *Police, Postsecondary Education, *Task Analysis, Vocational Education
Identifiers—*DACUM Process
This Developing a Curriculum (DACUM) chart lists the duties of patrol officers, along with the knowledge required, the traits and attitudes needed, and the tools and equipment used. Information on law enforcement occupations includes the types of administrative, patrol, law enforcement, community service, and personal development tasks inherent in patrol officers' jobs. (KC)

ED 300 576 CE 051 176
Virginia Future Business Leaders of America State Handbook.
Henrico County Public Schools, Glen Allen, VA. Virginia Vocational Curriculum Center.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
Pub Date—87
Note—187p.
Available from—Virginia Vocational Curriculum and Resource Center, 2200 Mountain Road, Glen Allen, VA 23060 ($12.38).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Business Education, Job Skills, *Leadership Training, Learning Activities, Office Occupations Education, Postsecondary Education, Program Descriptions, *Program Development, *Program Implementation, Secondary Education, *Student Organizations, Vocational Education
Identifiers—*Future Business Leaders of America, *Virginia
This handbook provides information on starting and conducting a Future Business Leaders of America program in Virginia schools. The guide is organized in seven sections that cover the following topics: introduction to Future Business Leaders of America (organization, organization chart, map, pledge, creed, goals); bylaws; dues and membership/special recognition; officer candidates; chapter promotion; program of work (meeting planning, workform, chapter activity report form, annual evaluation report form); and competitive events (awards, point system, descriptions of events). Appendixes list state and national officers and outline chapter ceremonies. (KC)

ED 300 577 CE 051 183
Second Chance To Learn? A Review of WEA "Second Chance To Learn" Courses.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-070-9
Pub Date—88
Note—79p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Counseling, *Adult Education, Adult Programs, Attitude Change, Developed Nations, Foreign Countries, Student Attitudes, *Study Habits, *Study Skills
Identifiers—England, Informal Education, Second Chance to Learn Course (England)
This report describes a course sponsored by the Workers' Educational Association in England that is intended to fill a gap between informal discussion groups and access courses for higher education. Section 1 describes this intensive course, which occupies five hours per week and uses team teaching, one-to-one tutorials, formative evaluation, and a residential period, in addition to regular classroom sessions, and which aims to prepare participants for new roles in life and at work as well as for further courses. Aims and objectives and underlying beliefs are set forth. Section 2 explains who is attracted to the course, why they come, and what they get out of it. Section 3 identifies the organizational implications of setting up the course. Topics include funding, staff, administration, accommodation, and outreach and publicity. Section 4 presents an overview of the range of activities that could be part of a Second Chance To Learn course–topic-based learning, study skills, structure, and negotiation. Section 5 discusses the use of tutors, including team teaching, tutor training, and counseling and guidance. Sections 6 and 7 focus on two aspects of the course–tutorials (content, organization, problems) and residentials (learning, group cohesion, content, organization, problems). Key areas and methods of evaluation are addressed in Section 8. Section 9 provides a summary of each section and makes recommendations. Appendixes include the survey and sample course outline. (YLB)

ED 300 578 CE 051 189
Mellon, James R.
Perceptions of Company Employees on Technology and Office Technologies Training.
Pub Date—15 Jun 88
Note—97p.; Requirement for doctoral degree, Columbia Pacific University, California.
Pub Type— Dissertations/Theses - Undetermined (040) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Developed Nations, *Employee Attitudes, Employer Attitudes, Foreign Countries, *Job Training, *Needs Assessment, *Office Automation, *Office Occupations, *Office Occupations Education, Organizational Change, Personnel Policy, *Technological Advancement
Identifiers—Alberta
A study was conducted to determine the impact technology would have on the developing scenario of a competitive market for the training and retraining of both the unemployed and employed. The objective was to identify the perceptions of employees concerning technology and the effectiveness and efficiency of office technology training. The study was limited to a small sample of chief executive officers (n=3), supervisors (n=5), and staff (n=10) working in small, medium, and large businesses in Edmonton, Alberta; all 18 participants responded. Findings indicated that all organizations–small, medium, and large–support both training and retraining. Support for this scenario was evident from all levels within organizations and was perceived to be of great personal and corporate value. Findings also showed that technology was definitely affecting policies and procedures with respect to training and that companies were definitely involved in processes of need analysis and strategic planning as ways of determining direction and priorities. Technology was causing change, the speed at which technology was forcing businesses to adapt showed that change was a norm, and planning for change had begun to dominate the business community. (Appendixes include the questionnaire, questionnaire results, and interview protocol.) (YLB)

ED 300 579 CE 051 190
Christmas, Oren L. Warmbrod, J. Robert
Factor Analysis of an Instrument to Measure Perceptions about Adult Agricultural Education Programs.
Pub Date—88
Note—7p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *Adult Vocational Education, *Agricultural Education, *Attitude Measures, Educational Research, *Factor Analysis, *Teacher Attitudes, Test Reliability
Research identified the dimensions (factor structure) of an instrument designed to measure perceptions about adult agricultural education using factor analysis. Objectives were to factor analyze the items comprising the instrument, describe the factors identified, and describe the reliability of the subsets of items that comprise the identified factors. Data were from a study of factors influencing the occurrence of adult agricultural education programs. Nineteen items that measured the perceptions of superintendents, principals, and vocational agriculture instructors toward adult agricultural education programs were used in the factor analysis. Perceptions were measured with a five-point Likert scale. Four factors were identified in the 19-item instrument. The factor structure defined through factor analysis indicated that the instrument measured the following dimensions of the perceptions: benefit, need, instructor, and clientele. Coefficients of internal consistency indicated that the subsets of items measuring each of the four factors were reliable. (YLB)

ED 300 580 CE 051 191
The Forgotten Half: Pathways to Success for America's Youth and Young Families. Final Report.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
Pub Date—Nov 88
Note—201p.; A product of Youth and America's Future. For related documents, see ED 290 822, ED 292 977-984, and CE 051 192-193.
Available from—Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Avenue, NW, Suite 301, Washington, DC 20036 ($5.00).
Pub Type— Reports - Descriptive (141) — Opinion Papers (120) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Business Responsibility, Community Involvement, *Community Support, Corporate Support, Educational Needs, *Employment Opportunities, High Risk Persons, *Job Training, Needs Assessment, *Noncollege Bound Students, Parent Child Relationship, Young Adults, Youth, *Youth Employment, *Youth Programs
This report concludes a 2-year study of the "forgotten half"–the approximately 20 million 16- to 24-year-olds who are unlikely to attend college and so will miss out on the special privileges society accords to the college-educated. The report features diagnoses for treating youth in trouble and prescriptions to foster the healthy development of all youth and to prevent trouble from occurring. It describes

the pathways to success that families and communities–with help from the public and private sector–can offer these young people. Chapter 1 provides data on economic, technological, and social changes that led to the declining economic status of youth and young families. Chapter 2 explores changes that have affected the relationships between adolescents and their parents. Chapter 3 describes characteristics of communities receptive to youth and explores the manner in which both local and nationally affiliated organizations serve and involve youth in the community. In chapter 4, involvement in community service is advocated as a way to instill the values of participatory citizenship. Chapter 5 examines several dimensions of current employer-youth relationships with one central question in mind: what can be done to provide more and better jobs and training? Chapter 6 targets the needs of youth with a diversity of special educational and employment needs. Chapter 7 considers the education and training needs of this populations. Chapter 8 sets forth conclusions. Each chapter concludes with a listing of recommendations. Chapter footnotes and an extensive resource directory are included, and seven appendixes offer supplementary documentation for each of the first seven chapters. (YLB)

ED 300 581 CE 051 192
Treanor, William
Barriers to Developing Comprehensive and Effective Youth Services.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
Pub Date—Sep 88
Note—78p.; A product of Youth and America's Future. For related documents, see ED 290 822, ED 292 977-984, and CE 051 191-193.
Available from—Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Avenue, NW, Suite 301, Washington, DC 20036 ($10.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Education, *Community Programs, *Financial Support, *High Risk Persons, Postsecondary Education, *Program Development, Publicity, Public Opinion, Youth, *Youth Programs
American youth service history gives some clues to the barriers the nation faces in creating a comprehensive and effective system for youth at risk. Barriers to effective youth service grow out of this history and in part contribute to it. The engine that has driven youth services–and the misperceptions that drive those services–is the theory of youth deviance. This theory infects the media, which spreads the infection back to the public, policymakers, and youth service community. Although the media publicize the current youth crisis, youth service remains invisible to much of the public. The most pernicious effect of the deviancy theory and publicity is the specialization of the youth service and its balkanization into autonomous fiefdoms. The ramshackle funding for youth service work leads to two kinds of funding problems. Overly specialized funding makes delivery of comprehensive services all but impossible. Short-term funding leads to instability. Youth service agencies are not well served by competent, experienced, trained staff members. Staff problems afflict both the agencies and organizations that provide funds and those that provide services. An ideal youth service system can be imagined and developed. Positive models at home and abroad could be adapted to the needs of American youth. (Commentaries by Dorothy Stoneman and David W. Richart are appended.) (YLB)

ED 300 582 CE 051 193
Lerman, Robert I. Ooms, Theodora
Family Influences on Transition to the Adult Job Market.
William T. Grant Foundation, Washington, DC. Commission on Work, Family, and Citizenship.
Pub Date—Aug 88
Note—77p.; A product of Youth and America's Future. For related documents, see ED 290 822, ED 292 977-984, and CE 051 191-192.
Available from—Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Avenue, NW, Suite 301, Washington, DC 20036 ($10.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Development, Career Education, Early Parenthood, *Education Work Relationship, *Employment Patterns, Employment Programs, *Family Influence, Family Role, Literature Reviews, Parent Influence, *Work Attitudes, Young Adults, *Youth, Youth Programs
A study examined the interplay among the initial family context of noncollege-bound youth, their entry into the full-time adult labor force, and formation of their families. The social psychological literature suggested that parents and other family members played an important role in teaching youth about the value of work, provided them with many experiences that prepare them for employment, and helped connect them with job opportunities. Their parents, other family members, and their own children exerted influence on youth employment patterns in a wide variety of ways, influence that both enhanced and impeded employment. Little research was found that investigated the causal relationships among family living arrangements, family responsibilities, and patterns of youth employment. The issues were complicated by the simultaneity of the processes involved, that is, relationships of cause and effect were intertwined. A few job training and employment programs have begun to target young parents, offer employment services to other family members, and encourage parental involvement. It is concluded that public policies aimed at improving the transition of noncollege-bound youth to the adult job market must take into account the likely influence of the family context of youth–both families of origin and the families they create. (Commentaries on this paper by Frank F. Furstenberg and Margaret Simms are attached.) (YLB)

ED 300 583 CE 051 201
Position Classification. A Fair and Equitable Method of Determining the Relative Worth of Jobs = Classification des postes. Un moyen juste et equitable de determiner la valeur relative des emplois.
Canada Employment and Immigration Commission, Ottawa (Ontario).
Pub Date—88
Note—52p.
Language—English; French
Pub Type— Multilingual/Bilingual Materials (171) — Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Classification, *Comparable Worth, Foreign Countries, *Job Analysis, *Occupational Information, Personnel Policy, Public Service Occupations, *Salary Wage Differentials, *Wages
Identifiers—*Canada
This handbook is intended to serve as a reference guide to position classification in Employment and Immigration Canada. It is divided into 11 chapters. Chapter 1 explains Canada's current job and wage classification system, which is a direct result of the Canadian government's decision to allow collective bargaining in the public service. Chapter 2, which is devoted to the uses of job descriptions, covers classification, staffing, and management philosophy. Circumstances necessitating updates in job descriptions are discussed next. Procedures for writing a job description (job identifications, job summaries, job duties and responsibilities, and organization charts) are outlined, and an example of a job description is presented. The roles and responsibilities of classification committees and classification officers are explained in a chapter on how a position is classified. Chapters 7 through 10 deal with the concepts of effective date, conversion, classification monitoring, and training courses. The final chapter, on classification grievances, covers time limits, employee rights, and the resolution process. This bilingual guide contains French and English versions of all chapters. (MN)

ED 300 584 CE 051 202
The Canadian Jobs Strategy. A Review of the First Years.
Canada Employment and Immigration Commission, Ottawa (Ontario).
Pub Date—Mar 88
Note—25p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Programs, Federal Programs, Foreign Countries, *Job Development, Job Placement, *Job Training, Program Content, *Program Effectiveness, Program Implementation, *Vocational Adjustment
Identifiers—*Canada, *Canadian Jobs Strategy
In September 1985, the Canadian government introduced the Canadian Jobs Strategy. Two features distinguish the jobs strategy program from Canada's old job development programs and programs for purchasing job training from colleges. These features are: (1) focusing of federal support for labor market adjustment on those individuals who are most in need of help; and (2) emphasizing decision making at the local level so as to support those activities that work best to meet the needs at hand. Under the Canadian Jobs Strategy, programs make use of a wide variety of approaches aimed at the different labor market, general economic, and technological conditions in different parts of the country. Services provided under the auspices of the jobs strategy program include job development, on-the-job training, small business development and supportive services to entrepreneurs, counseling and work experience programs for entry-level workers, and special training programs for occupations faced with labor shortages and for workers threatened by technological or labor market changes. Results of the 1986-1987 surveys of program outcomes are most encouraging. Since its inception, the program has served over three-fourths of a million persons, with 65 percent of those in the job entry and 60 percent of the women enrolled in the re-entry programs completing them successfully. (MN)

ED 300 585 CE 051 204
Haxx, Glen
The Three Phases of Program Evaluation.
Pub Date—Aug 88
Note—13p.; Paper presented at the Annual Meeting of the Canadian Society of Extension (Calgary, Alberta, August 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Evaluation Methods, Evaluation Utilization, *Extension Education, *Formative Evaluation, Postsecondary Education, Program Development, *Program Effectiveness, *Program Evaluation, *Summative Evaluation
Identifiers—*Impact Evaluation
The emphasis on and the importance of evaluation have been addressed by program planners for the past 60 years. Evaluation strategies have broadened from the Tylerian approach, which focuses on specific objectives, to more investigation using indicators as measures of program success. Evaluation is important during the development of a program and also at its conclusion. The seven phases of program planning include three evaluation phases. They are (1) formative evaluation (collecting and sharing information for program improvement); (2) summative evaluation (judging how effective the program has been and how well program goals have been met); and (3) impact evaluation (determining the impact on the larger community over a longer period of time). The major consideration of the formative evaluation phase is who is going to do it. Quality is of utmost importance. Summative evaluation tells what participants learned, how well resource people performed, how good facilities were, how well participants' expectations have been met, how appropriate the program was, what administrative problems there were, and how other programs can be improved. The high costs of impact evaluation should be weighed against the benefit before such an evaluation is designed. (YLB)

ED 300 586 CE 051 205
Haxx, Glen Fleury, Donna
Humanizing Home Study.
Pub Date—25 Aug 87
Note—15p.; Paper presented at the Annual Meeting of the Canadian Society of Extension (London, Ontario, August 25, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Correspondence Study, Curriculum Development, *Extension Education, Foreign Countries, *Home Study, *Humanistic Education, Material Development, Off Farm Agricultural Occupations, *Soil Science
Identifiers—Canada
The use of correspondence or home study courses for noncredit is a recent development in the field of adult education. The challenge facing the extension worker is to be able to develop and deliver the type of program that not only meets the learning (content) need of the participant but that also meets the learning situation. Unfortunately, the dropout rate

in home study/correspondence courses has been high in relation to other traditional forms of learning activity. The extension worker must develop educational packages strong enough to provide the secondary motivations that will result in continued learner participation. A course to train fertilizer dealers was designed to motivate the individual learner by creating a "human interest" focus in the material presented. The course provided theoretical information relating to soil science. Assignments were developed in a manner that allowed course participants to respond as if they were providing information in relation to a farm couple's enterprise. Their written recommendations were assessed by a professional agrologist and returned with evaluative comments. The final exam was also built around the three families and the questions related to farming practices on their farms. The evaluations of the course indicated that the participants found the "humanistic" approach to be a positive learning motivator. (YLB)

ED 300 587 CE 051 206
Hass, Glen
Meeting the Challenge. Mass Education by Satellite.
Pub Date—Oct 87
Note—28p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Washington, DC, October 19-24, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Farmer Education, *Agricultural Production, *Communications Satellites, *Distance Education, Extension Education, Farmers, Field Crops, Foreign Countries, Information Networks, Mass Instruction
A study was undertaken to determine the effectiveness of using a satellite delivery system to provide market information to farmers. The program delivered by satellite was Crop Market Prospects, a one-day conference that presents the market outlook for both crops and inputs, investigates the world grain situation, and provides a long-term outlook. The conference, beamed live via satellites to 15 centers, provided opportunity for feedback and questions through direct phone links. A spring questionnaire was followed up with a fall survey at the conclusion of harvest. Crop Market Prospects serves farmers who operate considerably larger farms than the average Saskatchewan farmer, hence are likely to have a higher level of information needs. Results indicated that participants were generally satisfied with the program format. The information was useful in helping producers make decisions regarding types of crops to plant. Findings also indicated that expected income increased as a result of changes made due to information presented at the program. Producers moved away from traditional crops to other and speciality crops, due to low price forecasts for certain cereal crops. No relationships were identified between the level of usefulness of the program and participant characteristics of age, size of farm, or time spent farming. (The study instruments and a listing of resources are appended.) (YLB)

ED 300 588 CE 051 208
Rossing, Boyd E.
Wisconsin CES Leadership Impact Study. Report of a Study of the Impact of Wisconsin Cooperative Extension Service Programs on Leaders and the Organizations and Communities They Serve.
Wisconsin Univ., Madison, Univ. Extension.
Pub Date—Nov 87
Note—118p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Extension Education, *Leaders, Leadership Qualities, *Leadership Training, Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Improvement, *Volunteers, *Volunteer Training
Identifiers—*Cooperative Extension Service, *Wisconsin
In 1987, the Wisconsin Cooperative Extension Service conducted a survey to determine the impacts of Extension's efforts to assist and educate leaders of community groups. A broad range of community leadership positions served by Cooperative Extension were included in the study. A total of 344 leaders were systematically selected in a stratified sample to represent areas of the state where Extension has recently served each leader grouping. Approximately 80 percent of the sample completed a mailed questionnaire, and 91 percent of a subsample of the group completed a telephone interview. The Leadership Impact Study produced a large body of data across a very diverse group of respondents. Some of the conclusions drawn were as follows: (1) leaders in all types of community groups that are assisted by Cooperative Extension experience positive changes in their leadership skills, their leadership perspectives, and their community participation during the course of serving in leadership positions; (2) leaders consider their current performance in the areas of organizing and relating skills and planning and directing skills as okay but not good, and they rate their leadership perspectives as moderately high and their level of participation as above average; (3) Cooperative Extension is rated as a more important influence on leadership development of community leaders than other organizations; (4) Cooperative Extension provides different types of assistance and education for different clientele; and (5) groups and organizations served by leaders accomplish significant benefits for their members and the broader community. Recommendations were made for improvements in the leadership training programs based on the results of the study. Fifty-four tables are provided; sample cover letters and questionnaires are included among the appendixes. (KC)

ED 300 589 CE 051 209
Mullen, Frank M.
Computer-Numerical-Control and the EMCO Compact 5 Lathe.
Pub Date—88
Note—19p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Industrial Education, Machine Tool Operators, *Machine Tools, *Numerical Control, Postsecondary Education, *Programing
This laboratory manual is intended for use in teaching computer-numerical-control (CNC) programming using the Emco Maier Compact 5 Lathe. Developed for use at the postsecondary level, this material contains a short introduction to CNC machine tools. This section covers CNC programs, CNC machine axes, and CNC coordinate systems. The following section is a specific treatment of the major programming functions of the lathe. This section discusses the Emco keyboard, program entry, G codes and related function of each code, tape deck operations (loading a program from tape and saving a program on tape), and error codes. (YLB)

ED 300 590 CE 051 213
Bacquelaine, Myriam Raymaekers, Erik
Non-Formal Education in Developing Countries. Information File Number 10.
International Bureau of Education, Geneva (Switzerland).
Pub Date—87
Note—19p.
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Developing Nations, *Economic Development, Foreign Countries, *Nonformal Education, Nontraditional Education, *Role of Education
Over the past 15 years, developing countries have seen the number of training programs outside the formal education system multiply. The calling into question of schools is one of the factors explaining the recent interest in out-of-school education. Despite numerous attempts at clarification, there is a lack of unanimity with regard to the reality covered by nonformal education (NFE). The value of the battles over terminology, definitions, and classifications is that they reveal the diversity and dynamism of the field of NFE and the fact that many educational programs are in reality hybrids of NFE and formal education. Case studies represent a significant amount of the material published about NFE. These studies allow the identification of several general trends with respect to objectives pursued, target groups, and the most widespread program models per region. The cost of NFE is difficult to calculate, since there are no reliable, complete data in this sector. Problems with NFE resources include reliance on part-time, unpaid, volunteer instructors; mobilization of local resources; and program integration into the specific sociocultural context. Statistical data do not substantiate the claim that NFE necessarily fosters development. Furthermore, the two educational networks exist and are evolving independently in the majority of developing countries. Two reference lists offer 35 citations, and an annotated list of institutions has 11 entries. (YLB)

ED 300 591 CE 051 220
Women in the Military. More Military Jobs Can Be Opened under Current Statutes. Report to Congressional Requesters.
General Accounting Office, Washington, DC. Div. of National Security and International Affairs.
Report No.—GAO/NSIAD-88-222
Pub Date—Sep 88
Note—57p.
Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more 25% discount).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Armed Forces, Career Education, *Enlisted Personnel, *Equal Opportunities (Jobs), *Females, *Military Service, Personnel Integration, Postsecondary Education, *Sex Discrimination, Sex Fairness
A study determined how service policies implementing the combat exclusion provisions affect the number and assignment of military women and whether service procedures unrelated to the combat exclusion limit job opportunities for women. Based on the combat exclusion and related program needs, about 1.1 million of 2.2 million military jobs were closed to women. Not all of the remaining jobs were available to women, however, through their policies and procedures for identifying job availability and for determining or implementing accession goals for women, the services further limited the jobs for which women may compete. To allow women to compete for all jobs not closed by statutes or program needs, it was recommended that the Secretary of the Navy consider berthing area configurations when establishing the number of noncombat sea duty opportunities for women; direct the Commandant of the Marine Corps to provide open access without regard to gender to noncombat assignments now prorated between men and women; and review procedures used by officer career field managers for determining proposed accession goals for women officers. The Secretary of the Air Force should allow all unrestricted pilot and navigator openings to be available for competition by women on an equal basis with men. The Secretary of the Army should remove limits resulting from implementation of gender specific accession goals for enlisted women. (YLB)

ED 300 592 CE 051 223
Utilizing Modern Technology in Adult and Continuing Education Programs.
New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.
Report No.—CAD-88-663
Pub Date—88
Note—48p.; For the guide to which this is a supplement, see ED 232 019.
Available from—George T. Tregaskis, Room 314 EB, New York State Education Department, Albany, NY 12234.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Adult Programs, *Computer Assisted Instruction, Computer Managed Instruction, Continuing Education, *Educational Television, *Management Information Systems, *Staff Development, *Videotape Recordings
This publication, designed as a supplement to the manual entitled "Managing Programs for Adults" (1983), provides guidelines for establishing or expanding the use of video and computers by administration and staff of adult education programs. The first section presents the use of video technology for program promotion, instruction, and staff development and training. Types of promotional programs and services, a listing of promotional resources, and production of promotional videotapes are discussed. Video use in adult education classrooms and as a means to teach otherwise difficult-to-reach populations is described. This includes ways to use video, its advantages and limitations, materials needed to use video, and cost and sources of videotapes. In addition to practical considerations in buying video

equipment and means of ensuring its use, advantages and ways of using video for staff development and training are discussed. The second section addresses instructional and managerial applications of computers to adult and continuing education. Examples drawn from both funded and fee-supported programs provide models of applications. Positive aspects and future potentials for the computer as a management tool are described and the pros and cons of software are explored, along with the alternatives to commercially produced software. An annotated list of supplementary software programs and a directory of vendors and references conclude this section. (YLB)

ED 300 593 CE 051 227
Norton, Robert E. Pratzner, Frank C.
Transferable Skills: An Administrator's Guide. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Consortium for the Development of Professional Materials for Vocational Education.
Pub Date—88
Note—85p.; For related documents, see ED 276 872-873 and CE 051 228.
Available from—American Association for Vocational Instructional Materials, 120 Driftmier Center, Athens, GA 30602 ($10.00, plus $2.00 shipping).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Guides, *Administrator Role, Behavioral Objectives, Business Skills, Communication Skills, *Competency Based Education, Computation, Curriculum Development, Decision Making, Educational Administration, *Pused Curriculum, Interpersonal Competence, Learning Activities, Postsecondary Education, Problem Solving, Program Development, Program Implementation, Secondary Education, *Skill Development, *Transfer of Training, Vocational Directors, *Vocational Education
This guide is intended to assist vocational administrators assuming a facilitative and leadership role in the development and implementation of programs to help vocational students acquire and develop transferable skills. The guide is divided into three parts. Part 1 provides examples of the skills and discusses their importance in two broad areas: (1) group problem-solving, including interpersonal, group process, problem-solving, decision-making, planning, communication, and thinking/reasoning skills; and (2) organizational and management skills, including such areas as business economics, business operations, management, statistical quality control, and quality of work life principles and techniques. The following implementation strategies are discussed in Part 2: infusion; application (the transfer process, similarities between transfer situations, and identification of the important parts of a task); cooperation; integration; and barriers to effective information (lost opportunities, implicit goals/uninformed participants, and the importance of a team approach). Part 3 presents examples of activities to develop problem-solving, interpersonal, computation, and communication skills. Appendixes present examples of transferable skills and characteristics and sources of additional information. (MN)

ED 300 594 CE 051 228
Norton, Robert E. Kurth, Paula K.
Developing Positive Worker Behaviors in Vocational and Technical Students. Competency-Based Vocational Education Administrator Module Series.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Consortium for the Development of Professional Materials for Vocational Education.
Pub Date—88
Note—155p.; For related documents, see ED 276 872-873 and CE 051 227.
Available from—American Association for Vocational Instructional Materials, 120 Driftmier Center, Athens, GA 30602 ($14.50, plus $2.00 shipping).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administrator Guides, *Administrator Role, Attitude Measures, Behavior Rating Scales, Competency Based Education, Curriculum Development, Educational Administration, Educational Research, Educational Strategies, Instructional Materials, Media Selection, Postsecondary Education, Secondary Education, Skill Development, Student Evaluation, *Vocational Adjustment, *Vocational Directors, *Vocational Education, *Work Attitudes
This guide is intended to assist vocational administrators in meeting their responsibilities in the area of planning and implementing programs to help vocational students develop the positive attitudes and behaviors that are essential to success in the workplace. The first chapter defines the types of attitudes and behaviors that are sought by employers and explains why they are so important. A brief summary of the research findings from studies of generalizable work behaviors and from studies on occupationally specific skills are presented next. Chapter 3 discusses nonintegrative and integrative instructional strategies and techniques. Methods of assessing behaviors are examined in the final chapter. The greater part of the guide consists of five appendixes which provide extensive annotated listings of available materials in the following categories: assessment instruments, curriculum development materials, instructional aids, instructional materials, and instructional material and assessment instruments. (MN)

ED 300 595 CE 051 229
Enterprise Education Bulletin. No. 4.
Further Education Unit, London (England).
Pub Date—Jul 88
Note—4p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Business Education, Curriculum, Definitions, Educational Objectives, *Entrepreneurship, Foreign Countries, *Individual Development, Postsecondary Education, *Program Content, Vocational Adjustment
Identifiers—United Kingdom, Youth Training Scheme
This bulletin is divided into three parts. The first part deals with the definition of enterprise education as a program of study concerned with self-employment; starting, controlling, and developing one's own business; and being enterprising and developing the personal effectiveness skills required to operate a business successfully. The second section summarizes the main elements of the Help, Advice, and New Development Support (HANDS) Enterprise Agency curriculum for entrepreneurial skills (i.e., the self-employment alternative, steps in starting and controlling one's own business, and techniques of developing a business). The current role of personal effectiveness skills in the Youth Training Scheme (YTS) program in the United Kingdom and other personal effectiveness skills that the Further Education Unit would like to see included in the YTS program are covered in the third section. Included among those skills are sharing responsibility, accepting decisions, cooperating with others, receiving and learning from advice, assisting others in solving their problems, and engaging in negotiation. (MN)

ED 300 596 CE 051 231
Drier, Harry Gysbers, Norman
Strengthening Work-Related Education & Training through Improved Comprehensive Guidance and Counseling Programs in the 1990s.
National Consortium of State Career Guidance Supervisors, Columbus, OH.
Pub Date—Jun 88
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Career Guidance, *Counseling Objectives, *Counseling Techniques, *Counselor Role, Educational Change, Educational Legislation, Federal Legislation, Postsecondary Education, Program Improvement, Secondary Education, *Vocational Education
Identifiers—Carl D Perkins Vocational Education Act 1984
Guidance has been and continues to be a major economic and social program that assists individuals of all ages and circumstances in dealing effectively with their lifelong development, including occupational choice and job adjustment. Comprehensive programs of guidance and counseling serve as the link between providing occupational training and employment readiness for the eventual transition to and satisfaction in the workplace. The statement of purpose in the Carl D. Perkins Vocational Education Act of 1984 sets forth an ambitious and important agenda for vocational education to help the nation meet the challenges facing it. Guidance should be treated as a program that has characteristics similar to other programs in education and vocational education (including learner outcomes, activities and processes to assist learners to achieve these outcomes, professionally certified personnel, and materials and resources). Guidance and counseling should be developmental and comprehensive, should focus on individuals' competencies rather than just on their deficiencies, should be built on a team approach, and must mandate articulation. Previous research reported in the literature is described, as well as a survey undertaken in March 1987 on the use of federal funds for vocational education in the United States. Thirty-one of 50 state career guidance supervisors provided information and suggestions for change. (MN)

ED 300 597 CE 051 232
Weber, James M. Paleo, Nancy F.
Dynamics of Secondary Programs Assisted under the Carl D. Perkins Act. Research and Development Series No. 269.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—88
Grant—G008620030
Note—50p.; For a related report and machine-readable datafile, see ED 297 090 and ED 297 138.
Available from—Publications, Center on Education and Training for Employment, Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. RD269-$4.75; package of 10-$29.95).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Vocational Education, Basic Skills, Career Guidance, Data Collection, *Educational Legislation, Educational Research, Federal Legislation, High Risk Students, High Schools, *Instructional Effectiveness, Job Skills, *Job Training, *Program Effectiveness, Program Evaluation, *Secondary School Curriculum, Teacher Education, *Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984
A study was initiated in 1986 to collect systematic national data on the content and processes surrounding the delivery of vocational-technical education programs that could be used to help assess and describe the dynamics of high school vocational classrooms. The national database generated contained information from schools, classrooms, school personnel, and students in 120 high schools and 893 related classrooms. The schools offered two or more federally funded vocational classrooms. Data were secured through questionnaires, interviews, schools documents, and classroom observations. The topics addressed were shaped by 13 major policy issues: access and equity; adult training; articulation (secondary-postsecondary); at-risk students; basic skills; career guidance; currentness of vocational curricula, equipment, and materials; economic development; institutional characteristics; Job Training Partnership Act/community-based organization/vocational education linkages; private sector-vocational education linkages; teacher education; and transferable and higher-order skills. The research questions themselves focused on instruction in vocational classrooms, variations in vocational classrooms and in programs across different types of institutions, and addressing the needs of at-risk students in vocational classrooms/programs. Fifty-six references are listed. (YLB)

ED 300 598 CE 051 237
McDougle, Larry G.
Teaching Adults: Myths and Realities. Summary from Cincinnati.
Pub Date—10 Oct 88
Note—6p.; Outline summary of a group session held at the conference "Teaching Adults: Myths and Realities" (Cincinnati, OH, October 7-8, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, *Adult Students, *Student Characteristics, *Teacher Characteristics, *Teacher Improvement, Teacher Qualifications, Teaching Methods
This document is a summary of the collective

product of a session at an adult education seminar. It lists first reasons why individuals attended the session. Next, characteristics of a good teacher are listed. Other lists cover these topics: techniques to improve teaching, characteristics of adult learners, reasons adults return to school, and tips for teaching. (YLB)

ED 300 599 CE 051 239
Missouri Introduction to Industrial Technology Curriculum Guide.
Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jul 88
Note—432p.; For related documents, see ED 276 855 and ED 288 995. Document contains colored paper.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Behavioral Objectives, Communications, Competence, Competency Based Education, Course Content, *Course Organization, Educational Resources, Energy, *Industry, Junior High Schools, *Learning Activities, Learning Modules, Power Technology, State Curriculum Guides, Teaching Methods, Technological Advancement, *Technology, Test Items, Units of Study
Identifiers—Missouri
This curriculum guide is a primary resource to help teachers organize, instruct, and evaluate an introductory level course in industrial technology education at the middle school/junior high school level in Missouri. The guide consists of an introductory section, five units of instruction, and a section of appendixes. The introductory section reports on the project that developed the guide and provides a course flowchart and suggested course layout. The five units of instruction cover the following topics: (1) overview of technology; (2) working with technology; (3) energy and power technology; (4) communication technology; and (5) materials and processing technology. Each unit is organized in one or more lesson plans that include scope; competencies; content outline coordinated with teacher plans and activities; suggested student activities; references, audiovisual aids, supplies, and equipment; evaluation methods; and references. Numerous appendixes provide information sheets, activities and worksheets, crossword puzzles, resources, a bibliography, and a glossary. (KC)

ED 300 600 CE 051 242
Instructional Management Plans for the Cooperative Industrial Education Core Curriculum.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 88
Note—285p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Classroom Techniques, *Cooperative Education, Core Curriculum, *Distributive Education, Educational Planning, *Industrial Education, *Management Systems, *Marketing, Postsecondary Education, Secondary Education
Identifiers—*Instructional Management Systems
These Instructional Management Plans (IMPs) are designed to assist teacher-coordinators of cooperative industrial education (CIE) in the design of application experiences for each task of each core competency area. They are intended to help the CIE teacher-coordinator direct the learning of occupational competencies by helping the student-learners apply theory and classroom-learned skills to their particular job situations. The IMP should serve as a master plan for the CIE teacher-coordinator, training sponsor, and student-learner. The application experiences include classroom, on-the-job, and vocational student organization activities. They are in a format that will allow the CIE teacher-coordinator to reproduce the form and use the application experience in classroom instruction and evaluation. Each application experience is in this format: unit title, task, rating scale, and description of the application experience. Unit titles are career research and planning, computer awareness, employment orientation, human relations, income management, insurance, job application and interview, leadership development, legal responsibilities, private enterprise economics, occupational communications, occupational mathematics, occupational safety, social security, and tax responsibilities. (YLB)

ED 300 601 CE 051 243
Basic Welding Skills. Welding Module 1. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—201p.; Printed on variously colored paper. For related modules, see CE 051 244-250.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, *Employment Opportunities, Equipment Utilization, First Aid, Learning Activities, Learning Modules, Lesson Plans, Mathematics Skills, Measurement Techniques, *Metal Working, *Safety, Secondary Education, Skilled Occupations, *Trade and Industrial Education, *Welding
This guide is intended to assist vocational educators in teaching a six-unit module in basic welding skills. The module is part of a welding curriculum that has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The following topics are covered in the module: the welding profession, personal safety, first aid, shop safety, welding tools and equipment, and math and measurement. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies. Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 602 CE 051 244
Print Reading, Layout and Fit-Up. Welding Module 2. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—131p.; Printed on variously colored paper. For related modules, see CE 051 243-250.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, *Blueprints, *Competency Based Education, Design, Learning Activities, Learning Modules, Lesson Plans, *Metal Working, Plumbing, Secondary Education, *Specifications, *Trade and Industrial Education, *Welding
This guide is intended to assist vocational educators in teaching a five-unit module in print reading, layout, and fit-up. The module is part of a welding curriculum that has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The following topics are covered in the module: reading basic prints and abbreviations; welding symbols; construction of basic prints and structural shapes; guidelines, true length, and material thickness; and layout on material and pipe fabrication. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies. Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 603 CE 051 245
Oxy-Fuel Cutting/Welding. Welding Module 3. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—152p.; Printed on variously colored paper. For related modules, see CE 051 243-250.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, *Equipment Utilization, Learning Activities, Learning Modules, Lesson Plans, *Metal Working, Secondary Education, *Trade and Industrial Education, *Welding
This guide is intended to assist vocational educators in teaching a four-unit module in oxy-fuel cutting and welding. The module is part of a welding curriculum that has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The following topics are covered in the module: oxyacetylene welding, oxyacetylene cutting, and additional processes. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies. Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 604 CE 051 246
Shielded Metal Arc Welding. Welding Module 4. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—141p.; Printed on variously colored paper. For related modules, see CE 051 243-250.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, *Equipment Utilization, Learning Activities, Learning Modules, Lesson Plans, *Metal Working, Secondary Education, *Trade and Industrial Education, *Welding
This guide is intended to assist vocational educators in teaching an eight-unit module in shielded metal arc welding. The module is part of a welding curriculum that has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The following topics are covered in the module: safety; theory, power sources, and electrodes; preparation, problems, and techniques; the technique of building pads of beads; methods of testing groove welds; pipe welding; plate welding fillets and grooves; and techniques for working with 16-gauge steel. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies. Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 605 CE 051 247
Gas Metal Arc Welding. Welding Module 5. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—132p.; Printed on variously colored paper. For related modules, see CE 051 243-250.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, *Equipment Utilization, Learning Activities, Learning Modules, Lesson Plans, *Metal Working, Secondary Education, *Trade and Industrial Education, *Welding
This guide is intended to assist vocational educators in teaching an eight-unit module in gas metal arc welding. The module is part of a welding curriculum that has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The following topics are covered in the module: safety and testing, gas metal arc welding machines, wire classification and problem solving, welding principles, carbon steel, techniques for welding on aluminum and on stainless steel, and flux-cored arc welding. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies.

Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 606 CE 051 248
Gas Tungsten Arc Welding. Welding Module 6. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—80p.; Printed on variously colored paper. For related modules, see CE 051 243-250.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, *Equipment Utilization, Learning Activities, Learning Modules, Lesson Plans, *Metal Working, Secondary Education, *Trade and Industrial Education, *Welding
This guide is intended to assist vocational educators in teaching a three-unit module in gas tungsten arc welding. The module has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The basic principles involved in gas tungsten arc welding, supplies, and applications are covered. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies. Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 607 CE 051 249
Metallurgy and Heat Treating. Welding Module 7. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—77p.; Printed on variously colored paper. For related modules, see CE 051 243-250.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, *Equipment Utilization, Learning Activities, Learning Modules, Lesson Plans, *Metallurgy, *Metal Working, Secondary Education, *Trade and Industrial Education, *Welding
Identifiers—*Heat Treatment (Metals)
This guide is intended to assist vocational educators in teaching a three-unit module in metallurgy and heat treating. The module is part of a welding curriculum that has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The basic principles of metallurgy and heat treatment and techniques for identifying and working with metals are covered in the module. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies. Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 608 CE 051 250
Plasma Cutting and Carbon-Arc Cutting. Welding Module 8. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Pub Date—[88]
Note—38p.; Printed on variously colored paper. For related modules, see CE 051 243-249.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, Competency Based Education, *Equipment Utilization, Learning Activities, Learning Modules, Lesson Plans, *Metal Working, Secondary Education, *Trade and Industrial Education, *Welding
This guide is intended to assist vocational educators in teaching the two units of a module in operating plasma cutting and carbon-arc cutting equipment. The module is part of a welding curriculum that has been designed to be totally integrated with Missouri's Vocational Instruction Management System. The materials included in the module have been formatted for competency-based teaching and testing. All information sheets, transparency masters, job sheets, assignment sheets, and test items are keyed to specific competencies, and a cross-reference table has been included to aid in identifying the parts of the curriculum that relate to specific competencies. Unit tests to evaluate specific competencies have also been provided. (MN)

ED 300 609 CE 051 251
Heckman, Karen Noirfalise, Patricia F.
Dental Aide. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 88
Note—369p.; Document contains colored paper.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211 (Catalog No. IE-143-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Curriculum Guides, *Dental Assistants, Dental Health, *Dentistry, Learning Activities, On the Job Training, Postsecondary Education, Secondary Education, Staff Development
This module is designed to assist instructors of prospective health services assistants to facilitate learning in health careers other than nursing. It may be used to provide classroom instruction, assist staff in providing on-the-job instruction, or provide selected units for independent study. The module is divided into seven units comprised of one to six lessons. Each lesson contains the following components: scope of unit, lesson objectives, information assignment (student), references, introduction to lesson, outline (content of lesson), summary and conclusion, interaction items (to stimulate and encourage student participation), classroom/laboratory activities, evaluation items (a written evaluation or skills demonstration), and transparency masters and handouts as needed. Unit titles are history of dentistry and overview, infection control, basic anatomy of the oral cavity, basic office procedures, operative equipment and procedures, radiology, and laboratory procedures. Other contents include a bibliography and a listing of learning objectives. (YLB)

ED 300 610 CE 051 252
Intravenous Fluid Therapy Course for the Licensed Practical Nurse. Instructor Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jul 88
Note—560p.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211 (Catalog Number IE-81-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Learning Activities, *Medical Services, *Nurses, Postsecondary Education, *Practical Nursing, Student Evaluation, Teaching Guides
Identifiers—*Intravenous Therapy
This curriculum guide provides materials for a 10-unit intravenous (IV) therapy course for licensed practical nurses. Units contain from one to nine lessons. The first unit provides an introduction and orientation to the course. Subsequent units concern documentation, anatomy and physiology as applied to IV therapy, fundamental aspects of fluid and electrolyte balance, recognition and prevention of IV therapy-related complications, administration of IV fluid therapy, IV fluid therapy maintenance, pharmacological considerations of IV medication, blood transfusion therapy, and total parenteral nutrition. Each lesson contains the following components: scope of unit, lesson objectives, informational assignment, references, introduction, outline of content, summary and conclusion, interaction items (questions to stimulate and encourage student interaction), classroom/laboratory activities, and evaluation items. Handouts, assignment sheets, and transparency masters are also provided as needed. The document concludes with a bibliography, a chart of learning objectives to record student achievement, and a certificate. (YLB)

ED 300 611 CE 051 253
Parker, Marilyn And Others
Restaurant/Institutional Food Service. Supplementary Units.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 87
Note—193p.; Document contains colored paper.
Available from—Instructional Materials Laboratory, 908 Woodson Way, University of Missouri, Columbia, MO 65211 (Catalog No. SN-91-S).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Behavioral Objectives, Competence, Competency Based Education, *Course Content, Course Organization, *Disabilities, Disadvantaged, Exceptional Persons, *Food Service, *Foods Instruction, Job Skills, Learning Activities, Learning Modules, *Mainstreaming, Occupational Safety and Health, Sanitation, Secondary Education, Special Education, State Curriculum Guides, Units of Study
Identifiers—Missouri
These five units provide supplementary materials for special needs students who are enrolled in regular food service courses in Missouri. The special needs units are designed to facilitate the mainstreaming of students with a wide variety of handicapping and disadvantaged conditions. The units are self-paced and contain simplified line drawings, controlled text, vocabulary development, and mathematics practice exercises. Each unit consists of the following: introduction, objectives, and student assessment; terms and equipment; steps of procedure; skill sheets; activity sheets; and a unit review and performance checklist. Instructor's information includes notes, bibliography, resources-including computer software, and answer keys for skill and activity sheets and unit reviews. The units cover the following material: (1) human relations; (2) sanitation; (3) safety; (4) using basic mathematics skills; and (5) preparing foods and interpreting recipes. (KC)

ED 300 612 CE 051 254
Rainey, Carolyn
Secretarial Technology/Office Technology. Supplementary Units.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 88
Note—371p.; For related documents, see ED 287 071-073. Document contains colored paper.
Available from—Instructional Materials Laboratory, 908 Woodson Way, University of Missouri, Columbia, MO 65211 (Catalog No. SN-92-S).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Banking, Behavioral Objectives, Business Correspondence, *Clerical Occupations, Competence, Competency Based Education, Course Content, *Disabilities, Disadvantaged, Exceptional Persons, Job Skills, Learning Activities, Learning Modules, *Mainstreaming, Office Automation, *Office Occupations Education, Secondary Education, Secretaries, Special Education, State Curriculum Guides, Telephone Usage Instruction, Units of Study
Identifiers—Missouri
These 10 units provide supplementary materials for special needs students who are enrolled in regular secretarial and office technology courses in Missouri. The special needs units are designed to facilitate the mainstreaming of students with a wide variety of handicapping and disadvantaged conditions. The units are self-paced and contain simplified line drawings, controlled text, vocabulary development, and mathematics practice exercises. Each unit consists of the following: introduction, objectives, and student assessment; terms and equipment; steps of procedure; skill sheets; activity sheets; and a unit review and performance checklist. Instructor's information includes notes, resources, and answer keys. The units cover the following ma-

terial: (1) job keeping; (2) proofreading; (3) typing letters; (4) typing tables; (5) basic telephone techniques; (6) using basic business mathematics; (7) banking; (8) incoming mail; (9) outgoing mail; and (10) decision making and organizing work. (KC)

ED 300 613 CE 051 255
Bacon, Kevin J. Birkenholz, Robert J.
Careers I Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—May 88
Note—69p.
Available from—Instructional Materials Laboratory, 908 Woodson Way, University of Missouri, Columbia, MO 65211 (Catalog Nos. AG-20-I and AG-20-S).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Agricultural Education, *Agricultural Occupations, Behavioral Objectives, Career Choice, *Career Education, Competence, Competency Based Education, Core Curriculum, *Course Content, Course Organization, Learning Activities, Learning Modules, *Occupational Information, Secondary Education, State Curriculum Guides, Teaching Methods, Test Items, Units of Study
Identifiers—Missouri
This unit for the Missouri Agricultural Science I curriculum is a revision of the 1982 Careers I unit. The three lessons of the unit are organized in a format designed to facilitate their use in the classroom, and a student reference is included. The lessons cover the following topics: (1) career opportunities in the agricultural industry; (2) job requirements and benefits of agricultural occupations; and (3) steps in identifying and selecting a career. Each lesson contains objectives, competencies, motivational techniques or interest approaches, evaluation with answers, references and resources, study questions, work sheets, and teaching procedures. The student reference contains information sheets for the lessons. (KC)

ED 300 614 CE 051 256
Bacon, Kevin And Others
Agricultural Management and Economics. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jun 88
Note—427p.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211 (Catalog No. 10-8200-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—*Agribusiness, *Agricultural Education, Behavioral Objectives, *Economics, Farm Accounts, *Farm Management, Learning Activities, Postsecondary Education, Secondary Education
This curriculum guide contains four units and incorporates the needed component parts to aid agriculture teachers in the implementation of the Vocational Instructional Management System. The guide consists of these four units: economic principles in agriculture (6 lessons), business management (17 lessons), planning the farm business (9 lessons), and operating the agricultural business (5 lessons). Each unit begins with a section entitled "Getting Ready for This Unit," which contains important teaching information. The "Contents" section contains objectives, competencies, motivational technique or interest approach, references, and a competency profile. Each lesson contains the following components: objective, study questions, student references, teacher references, content outline, assignment sheet answers, and evaluation. Other contents of each lesson include assignment sheets, transparency masters, and handouts. (YLB)

ED 300 615 CE 051 258
Auto Body Repair Curriculum. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
Pub Date—Jul 88
Note—1,322p.; Document contains colored paper.
Available from—Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211 (Catalog No. 70-1000-I).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF10/PC53 Plus Postage.
Descriptors—*Auto Body Repairers, Behavioral Objectives, Competence, Competency Based Education, *Course Content, *Course Organization, Job Skills, Learning Activities, *Motor Vehicles, *Painting (Industrial Arts), Repair, Secondary Education, State Curriculum Guides, Test Items, Transparencies, Welding
Identifiers—*Missouri
This teacher's guide to the Missouri auto body repair curriculum contains seven modules of instruction. Within each module are instructional units including some or all of the following components: performance objectives, information sheets, handouts, transparency masters, assignment sheets, job sheets, a unit test, and answers to the unit test. Special instructions needed to teach each unit are included in the notes to the instructor near the beginning of each unit. Student worksheets and references are also included. Learning activities and supplementary materials are suggested. The seven units cover the following topics: (1) introduction to auto body; (2) auto body welding; (3) panel repairs; (4) paint and refinishing; (5) exterior and interior trim; (6) mechanical services; and (7) frame-body and unibody construction and repair. (KC)

ED 300 616 CE 051 266
Fraser, Lindsay Ward, Kevin
Education from Everyday Living. An Assessment of Community-Based Courses with Unemployed People.
National Inst. of Adult Continuing Education, Leicester (England).
Spons Agency—Department of Education and Science, London (England).
Report No.—ISBN-0-900559-67-5
Pub Date—88
Note—151p.
Available from—National Institute of Adult Continuing Education, 19B De Montfort Street, Leicester, LE1 7GE England (2.50 pounds).
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, *Community Programs, *Educational Needs, Foreign Countries, *Liberal Arts, Outcomes of Education, Relevance (Education), *School Attitudes, Student Attitudes, *Unemployment
Identifiers—*United Kingdom
A study examined the attitudes of unemployed persons to a range of community-based liberal adult education courses that were organized with their involvement by the Pioneer Work project of the University of Leeds. (Since its inception in 1982, the Pioneer Work project has organized series of 8- to 10-week courses using the community, institutional, organizational, and trade union approaches.) Of the 76 students who participated in the research, 82 percent had left school at the minimum age and more than 90 percent had no experience in higher education. All of the courses covered by the survey were organized with local or issue-based groups and/or other paid workers and agencies. Ninety-three percent of those surveyed wanted their existing courses to continue, even though the courses in question do not provide qualifications or training or lead to jobs. As a result of the liberal courses taken, 42 percent of the participants were progressing to other types of education and others become active in the community as a result of the courses that they took. Nevertheless, the students' responses made it clear that they feel an urgent need for more community-based vocationally-oriented and qualifications-based courses. Appendixes include guidelines for working with tenants and community groups; profiles of two women's discussion groups; and the student, tutor, and longitudinal questionnaires. (MN)

ED 300 617 CE 051 271
Ad Hoc Technical Committee for Vocational Agriculture. Final Report.
Indiana State Commission on Vocational and Technical Education, Indianapolis.
Pub Date—[88]
Note—66p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Agricultural Education, *Educational Needs, Educational Policy, *Educational Trends, Futures (of Society), Postsecondary Education, *Program Improvement, Public Relations, Secondary Education, *Statewide Planning, Teacher Education, *Vocational Education
Identifiers—*Indiana
The goal of the Ad Hoc Technical Committee for Vocational Agriculture in Indiana was to develop a model and recommendations that would result in improved student knowledge and skills for the present and future, address labor market needs, and promote program excellence at all levels of education. The committee developed recommendations for secondary, postsecondary, and adult agricultural education. Their accomplishments included (1) a mission statement that emphasizes the importance of both academic and vocational components of the program; (2) a list of common skills for education for the vocation of agriculture; (3) recommendations for curriculum and content at all levels of agricultural education in the areas of student organizations, summer programs, and improving the image of the programs; (4) recommendations for changes in teacher education and professional development–including ones concerning the exploration of changes at Purdue University; and (5) a discussion of the need for better and more easily available data on occupational trends and employment levels in the area of agriculture. (In this report, an overview of the present situation and a discussion of trends in the area are provided with each recommendation. The report also includes information on the current situation in Indiana agriculture, a brief summary of the history of agricultural education in the state, data on current student information and enrollments, and a 27-item reference list. Appendixes include definitions of terms used in the report, an outline for summer educational programs, and the list of common skills for the vocation of agriculture.) (KC)

ED 300 618 CE 051 272
Lenderman, Ed And Others
Recommendations for Alternative Credit.
Linn-Benton Community Coll., Albany, Oreg.
Pub Date—88
Note—57p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*College Credits, Community Colleges, *Competence, Competency Based Education, Integrated Curriculum, *Interdisciplinary Approach, *Mathematics Instruction, Teaching Methods, Technical Education, Two Year Colleges, *Vocational Education
Identifiers—*Linn Benton Community College OR
Following a review of the mathematics topics taught in accounting, electronics, auto, food and clothing, and metals courses at Linn-Benton Community College, Albany, Oregon, recommendations were made to grant one semester of mathematics credit for completing a two-year sequence of these courses. The other required semester of mathematics should be acquired in a new course team taught by a mathematics teacher and a vocational-technical education teacher. (This report contains a checklist of mathematics competencies offered in the vocational-technical courses.) (KC)

ED 300 619 CE 051 276
Turner, Michael
A History of the Workers' Educational Association–Bath Branch 1912-87.
Workers' Educational Association, Bradford-on-Avon (England). Bath Branch.
Report No.—ISBN-0-9512525-0-X
Pub Date—Nov 87
Note—89p.; Photographs will not reproduce clearly.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Adult Education, *Educational Change, Educational History, *Extension Education, Foreign Countries, *Labor Education, *Nonschool Educational Programs, *Program Development
Identifiers—*England (Bath)
The Workers' Educational Association (WEA) was founded in 1912 for the purpose of encouraging and supporting existing educational provision provided by the local authority, university, and other

local educational institutions; working to stimulate and promote the interest of the working class in liberal arts studies; and making recommendations to the local authorities on matters pertaining to all forms of education. The WEA evolved a three-tier administrative structure-national, district, and branch. The foundations of the WEA in Bath, England, can be traced to the work of the Bath Centre of the Oxford University Extension Movement. It was hoped that a local WEA branch would attract more working class students into the extension program. The branch launched an extensive program of activities ranging from study groups, single lectures, visits, short courses, and a three-year tutorial class. After enduring the financial strains caused by World War II, the branch began an encouraging period of steady expansion, with the program setting new records nearly every year. Although not as successful in attracting educationally disadvantaged individuals as it would have liked, the Bath branch has continued to provide educational opportunities to workers through a partnership of full-time staff and part-time voluntary tutors from teaching and non-teaching backgrounds alike. (MN)

ED 300 620 CE 051 277
Rountree-Wyly, Jeanie Lambert, Joanne
Model Curriculum Programs and Services for Adult Learners.
Pub Date—Nov 88
Note—16p.; Paper presented at the Annual Meeting of the American Association of Adult and Continuing Education (Tulsa, OK, November 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Programs, *Adult Students, *College Programs, Educational Needs, Higher Education, Part Time Students, *Program Improvement, Special Degree Programs, Student College Relationship, *Student Personnel Services

Despite the abundance of information available regarding enrollment trends in higher education, few institutions are adequately prepared to offer educational experiences tailored for the newest phenomenon on campus, the adult part-time student. This group is expected to make up almost half of the undergraduate student body by 1992. Many of these students, who are working full timme to support themselves and others, do not have the flexibility in their lives to adapt to programs and schedules already in existence in higher education. Institutions must reorganize in favor of the adult part-time student, especially in the scheduling of classes. Colleges fall into several areas on the continuum in meeting the needs of adult students, from those that ignore these students, through those that provide flexible scheduling for traditional programs, to those that create special adult degree programs. In one school in Oklahoma, for example, elementary education and business departments have combined resources to serve adult students by expanding existing programs. Student services (including general information, extended hours, child care, commuter service, housing, food service, health care, and placement services) should be increased in order to help adult students complete their college education. Creating a commitment on the part of universities to the needs of adult students is an ongoing task that requires extreme effort by faculty, staff, and administration. (KC)

ED 300 621 CE 051 284
Paprock, Kenneth E.
Program Development: A Description of Practice Related to Theory.
Pub Date—Oct 88
Note—21p.; Paper presented at the conference "Teaching Adults: Myths and Realities (Cincinnati, OH, October 7-8, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Curriculum Development, Educational Practices, *Educational Research, *Program Development, *Research Utilization, *Theory Practice Relationship

A study examined the situation-specific program development strategies used in 47 different settings in the southwestern United States from January 1987 to January 1988. Specialized and elite interviews were administered to program developers to identify the approaches that are being used and to determine how they relate to the approaches described in the adult education literature. The responses given during the interviews indicated that most of the programs for adult learners were focused on problem solving and information giving and were normatively defined by the sponsoring agency, with the program developer acting as a solution giver and resource linker. The information gathered during the interviews indicated that what is being practiced in reality is not what is prescribed by any one approach in the literature. It was hypothesized that program developers who state that theories and formulas in the literature do not always apply in their situation may have factors and forces in their situation that may call for adjustments or modifications of the approaches advocated in the literature. The interviews conducted would seem to indicate that program development can be viewed as a process used to link various agent and client systems for the deliberately undertaken action of learning. (MN)

ED 300 622 CE 051 286
Ovolabi, Isaac B.
The Influence of Career Stage on the Training Needs of Sales and Marketing Trainers. Training and Development Research Center Project Number Twenty-Seven.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
Pub Date—Jun 88
Note—125p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Education, Business Education, *Career Development, *Educational Needs, *Marketing, Program Content, Program Development, *Salesmanship, Teacher Qualifications, Teaching Skills, *Trainers, Training Methods

A study examined the relationship between the training needs of sales/marketing trainers and their career stages. Data were collected for a self-administered questionnaire that was sent to a random sample of 291 members of the American Society for Training and Development who had been identified as sales and marketing trainers in the 1987 national membership directory. The usable response rate was 51.2 percent. The data indicated a relationship between sales/marketing trainers' competencies critical to success and their stage in career development. Four of the 15 trainer roles studied were found to differ across stages of career development: evaluation, management, needs analysis, and administration. Thirty of the 31 competencies identified by McLagen in 1983 were found to meet the minimum criterion for being considered critical to success for sales and marketing trainers in all stages (the exception being research in stage 1). Of these 30 competencies, 18 were ranked identically within the different stages and 12 varied according to the stage of career development. It was thus recommended that those competencies that proved to be important throughout the various career stages should be viewed as a common core when training programs for sales/marketing trainers are planned. Eight pages of references are provided. Appendixes include data tables, charts of roles and competencies, and the questionnaire. (MN)

ED 300 623 CE 051 287
Conti, Gary J. Fellenz, Robert A.
Stimulating Discussions with Agree-Disagree Statements and Expanding Groups. From Theory to Practice.
Pub Date—88
Note—5p.
Journal Cit—Adult Literacy and Basic Education; v12 n1 insert 1988
Pub Type— Guides - Classroom - Teacher (052) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Discussion (Teaching Technique), *Group Discussion, *Group Dynamics, Group Structure, Opinions, Postsecondary Education, *Questioning Techniques, *Questionnaires, *Small Group Instruction
Identifiers—*Agree Disagree Statements

Discussion groups are an excellent instructional strategy for exploring ideas, disclosing views on issues, and uncovering learning needs. Their strength lies in that they draw upon the experiences and values of the group members. They are most successful when structured in such a way that they encourage all members to contribute freely to the discussion. Agree-disagree statements with expanding groups provide a mechanism for stimulating this participation in a nonthreatening manner. Agree-disagree statements are a list of approximately 10 statements about issues of concern to the group. In order to spark discussion, the statements should be written in such a way that a few words will elicit divergent opinions concerning the concept in the statement. To use agree-disagree statements, each person is provided the list and given a few minutes to reflect on the statements. Participants decide if they agree or disagree with each statement and record their responses. Once individual decisions are made, more stimulating discussions can be fostered with the use of expanding groups. This technique uses repeated groups of ever-increasing size to seek group consensus on the best answer for each item in the agree-disagree list. This technique allows for capitalizing on group strengths, as well as changing group dynamics. A sample of 10 agree-disagree statements on the education of adults is provided. (KC)

ED 300 624 CE 051 289
Principles of Technology. Units 1-10 Pilot Test Findings.
Agency for Instructional Technology, Bloomington, IN.; Center for Occupational Research and Development, Inc., Waco, Tex.
Pub Date—Nov 87
Note—774p.; For related documents, see ED 276 412 and ED 290 039.
Pub Type— Reports - Research (143) — Guides - Classroom - Teacher (052)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors—Competency Based Education, Curriculum Evaluation, Demonstration Programs, *Field Tests, High Schools, *Learning Modules, *Physics, *Science Curriculum, Science Instruction, *Technology, *Vocational Education
Identifiers—*Principles of Technology

This document provides the findings of pilot tests of 10 units for an applied science course for high school vocational students. Each of the reports on the pilot tests of the Principles of Technology units contains information on procedures, methodology limitations, sample, the pretest/posttest instrument and results, student attitude results, teacher results, and conclusions. Pilot test findings are presented for these units: force, work, rate, resistance, energy, power, force transformers, momentum, waves and vibrations, and energy convertors. Appendixes provide pretest/posttest by objectives (and by percentages for some units), mean scores, pretest/posttest frequencies, student attitude data, and teacher data and comments. (YLB)

ED 300 625 CE 051 290
Thomas, Ruth G., Ed. And Others
Thinking Underlying Expertise in Specific Knowledge Domains: Implications for Vocational Education.
Minnesota Univ., St. Paul. Minnesota Research and Development Center for Vocational Education.
Spons Agency—Minnesota State Board of Vocational-Technical Education, St. Paul.; Minnesota State Dept. of Education, St. Paul.
Pub Date—Nov 88
Note—122p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Child Rearing, *Cognitive Processes, Equipment Maintenance, *Learning Theories, Machine Repairers, Parenting Skills, Postsecondary Education, *Repair, Secondary Education, *Skill Development, Technical Occupations, *Vocational Education
Identifiers—*Expertise, Troubleshooting

This monograph contains reports of research conducted under the Higher Order Thinking Program of Research at the Minnesota Research and Development Center. A report entitled "Studying Expertise in Specific Knowledge Domains" (Ruth G. Thomas) briefly reviews previous findings regarding the general nature of expertise and discusses the objectives of the Minnesota research program. Scott D. Johnson's paper "Knowledge and Skill Differences between Expert and Novice Service Technicians on Technical Troubleshooting Tasks" is one of two papers in the monograph that focus on understanding the mental processes and structures underlying expertise in specific knowledge domains associated with vocational education. The second such paper, written by Betty D. Cooke, is entitled "Mental Processes and Knowledge Underlying Expertise in Parenting." The fourth paper, a project summary that was also written by Ruth G. Thomas,

is entitled "Conclusions and Insights Regarding Expertise in Specific Knowledge Domains and Implication for Research and Educational Practice." References, tables, and figures are provided throughout the text. (MN)

ED 300 626 CE 051 292
Caffarella, Rosemary S.
The Three Faces of Eve (or Adam): The Integration of "Our Other Lives" with Our Careers.
Pub Date—Nov 88
Note—11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Adult Development, Adult Education, *Adult Educators, *Career Development, Individual Development, Middle Aged Adults, *Midlife Transitions, Role Conflict, *Teacher Effectiveness
Integrating one's career as an adult educator with the other parts of one's life is not an easy task for many adult educators. One reason for the difficulty is that there are many facets to this integration process: time, emotionality, conflict, complexity, change, and situational factors. Individuals need to decide what faces or roles are important in their lives and act accordingly. This might include building the necessary support systems to assist in carrying out these decisions. The catch is that it may not be easy to make such definitive decisions and it may be even harder to act on those decicions. In addition, as one's roles and the nature of those roles are usually in a constant flux, one will need to reevaluate the priorities and be willing to accept that one's life patterns will take on a number of forms as one continues to grow and develop. (YLB)

ED 300 627 CE 051 294
Caffarella, Rosemary S.
Qualitative Research on Self-Directed Learning.
Pub Date—Nov 88
Note—8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, November 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, *Educational Research, *Independent Study, *Learning Processes, Literature Reviews, *Qualitative Research, Research Reports
Only eight recent studies clearly fit the parameters of qualitative research on self-directed learning. Four of the studies appear to fit the more traditional notion of what the qualitative paradigm is all about, in that they are exploratory in nature. The remaining four studies focus more on the expansion of earlier ideas that had been generated by previous research on self-directed learning. The number of subjects for all but one study can be characterized as "normal" for studies that are qualitative in nature (sizes ranged from 10 to 33). What is interesting is that in general they appear more broadly based in terms of the educational and socioeconomic background of the subjects than the quantitative studies. The data collection technique used most often was the unstructured or semistructured interview. An examination of these studies as a group indicates that the key contribution the authors have provided to the knowledge on self-directed learning is a more in-depth picture of how individual learners go about organizing, doing, and evaluating their own learning. These findings provide a fruitful direction for future research on self-directed learning. (YLB)

ED 300 628 CE 051 295
Laffel, Linda G. DeBord, Karen B.
The Competitive Advantage: Client Service.
Pub Date—5 Nov 88
Note—23p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Tulsa, OK, October 31-November 5, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, *Continuing Education, Delivery Systems, Literature Reviews, Marketing, Postsecondary Education, Professional Services, Program Administration, *Program Improvement, *Public Relations, Staff Utilization, *Two Year Colleges
Identifiers—*Customer Services, *Virginia Polytechnic Inst and State Univ
The adult education literature contains a considerable amount of research on and discussion of client service in the marketing process, management and staff roles in service- and product-oriented businesses, and the importance of client service and service quality to survival in the marketplace. By applying the principles of client-oriented service, Virginia Tech (Virginia Polytechnic Institute and State University) has undertaken a comprehensive project to improve its continuing education program. This program improvement process has included looking at environmental trends, reviewing competitors, establishing the program's current functioning with direction for the future, and planning a strategy to reach program goals. The methodologies used have included written questionnaires, focus group interviews, personal and telephone interviews, and a literature review. As a result of the information gathered, the program's capabilities and staff training efforts have been expanded and several new client services have been added. Training materials were obtained and training workshops on various client services were held for the staff involved in serving continuing education students, including administrators, faculty, and all hotel and operating services staff. (MN)

ED 300 629 CE 051 298
Preston, John H.
Workforce 2000: Implications for the Refocusing of Secondary Vocational Education for Tomorrow's Students.
Pub Date—6 Jul 88
Note—14p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Curriculum Evaluation, *Educational Change, *Educational Trends, Education Work Relationship, Employment Patterns, *Futures (of Society), *Labor Needs, Secondary Education, *Vocational Education
Three trends in the United States have implications for the redirection of secondary vocational education–the educational reform movement, the projected work force in the year 2000, and the population to be served in the next decade. Emerging is increasing support for the concept that education is not just important to the nation's economic well-being but will critically affect future quality of life. The educational reform movement calls for the elevation of the academic performance of students, including an increased focus on basic skills. Major trends emerging in the workplace are the need for more education and an economy dominated by service-type jobs. Accompanying these changes in the workplace will be dramatic changes in the population to be educated for employment. The work force will be older and more female and have more minority workers. About 25 percent of the student population will be classified as at risk. To begin the refocusing necessary to prepare students, secondary vocational education personnel–leaders and teachers–must begin an orderly process of examining the current structure and content of the curriculum for the evident and anticipated changes in the workplace. Criteria for curriculum review are (1) standards and/or expectations; (2) time on task for reinforcing the basics; (3) relevance of content; (4) application of knowledge, skills, and attitudes; (5) problem solving; and (6) articulation. (YLB)

ED 300 630 CE 051 300
Food Services 103, 203, 303.
Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—ISBN-0-7711-0210-0
Pub Date—84
Note—325p.; For related documents, see CE 051 301-306.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Bakery Industry, Behavioral Objectives, *Cooking Instruction, Curriculum Guides, *Food Service, Foreign Countries, High Schools, *Occupational Home Economics, Work Experience
This curriculum guide provides 15 blocks/credits of instruction for a food services program. The program for grades 10-12 is designed to provide students with the foundation for a successful and safety-conscious career in the field of food services. Each of the three courses–Food Services 103, 203, and 303–consists of four blocks of one credit each. Introductory materials include an overview and lists of goals and objectives. Each block consists of a general objective and a chart that correlates topics and objectives with teacher' notes and suggested activities and references and support materials. The blocks cover introduction and orientation; basic baking and pantry work; cooking methods and techniques; introduction to stocks, soups, sauces; introduction to management; vegetable cookery, appetizers, garnishes; introduction to meats; breakfast cookery, beverages, and projects; meats, poultry, fish; buffet work; kitchen management; baking and desserts; ethnic cooking; vocational practicum (work experience); and special applications. A bibliography of 22 columns is also provided, listing textbooks, reference books, professional books, periodicals, Manitoba law statutes, and audiovisual materials. (YLB)

ED 300 631 CE 051 301
Industrial Arts 7-9. Manufacturing: Metalwork, Plastics, Woodwork, Manufacturing.
Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—ISBN-0-7711-0161-9
Pub Date—84
Note—879p.; For related documents, see CE 051 300-306.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF06/PC36 Plus Postage.
Descriptors—Behavioral Objectives, Career Education, Curriculum Guides, Finishing, Foreign Countries, *Industrial Arts, Junior High Schools, Learning Activities, *Manufacturing, *Metal Working, *Plastics, Safety, *Woodworking
This curriculum guide provides materials for the industrial arts (grades 7-9) subject cluster of manufacturing. This subject cluster has four areas of study: metalwork, plastics, woodwork, and manufacturing. Introductory materials include an overview of the industrial arts curriculum in its entirety, a listing of program objectives for each of the four areas of study, and information on curriculum implementation. The three core modules common to each area of study (student orientation, safety, and careers) are treated in a general way in a separate section, and more specifically with the four subject areas. The next four sections contain the core and optional modules for the four areas. Each of the modules includes the following: major objective, student objectives, suggested activities and notes, and resources. All four areas have modules on these topics: student orientation, safety, careers, measurement, design and construction, consumerism, materials, separation, forming, fastening, finishing, jigs and fixtures, mass production, and enterprise system. In addition, two areas of study–metalwork and manufacturing–include a module on conditioning. A bibliography of 47 columns concludes the guide, including references to texts, reference and professional books, periodicals, law statutes, and especially audiovisual materials, arranged by the four topics. (YLB)

ED 300 632 CE 051 302
Metalwork 101, 201, 301. Industrial Arts.
Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—ISBN-0-7711-0682-3
Pub Date—87
Note—342p.; For related documents, see CE 051 300-306.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Behavioral Objectives, Curriculum Guides, Foreign Countries, High Schools, *Industrial Arts, Learning Activities, Learning Modules, *Machine Tools, Metal Industry, *Metals, *Metal Working, Safety, *Welding
This curriculum guide outlines three credits of study, one credit for each of the grade levels 10, 11, and 12. Intended as an optional study area for all students, the program provides awareness and exploration for those students who aspire to post-secondary study and introduces skills to those who wish to explore trades and technologies in employment after school. The program assumes that students who enter the program area will begin study at the 101 level. Each level has core modules and option modules that offer flexibility. Metalwork 201 is designed to expand the student's knowledge and experience in metalworking through a design technology approach. Metalwork 301 is designed to enable the student to achieve extended pretechnical and personal enrichment goals. Introductory mate-

rials include an overview, information on implementation, and goals and objectives. Fifteen modules are provided. Each has these components: major objective, student objectives, teachers' notes and suggested activities, and suggested materials. Module titles are student orientation and safety, product planning, measurement and use of instruments, basic machine tool technology, basic arc welding, basic oxyacetylene welding, sheet metal, bench metal, foundry practice, forging practice, metallurgy and basic heat treatment, art metal, advanced welding, advanced machine tool technology, and modern industry. A nine-page bibliography is provided, including a five-page list of audiovisual materials available in the Manitoba Education Library; 19 publishers are also listed, with addresses.(Y LB)

ED 300 633 CE 051 303
Drafting 101, 201, 301. Industrial Arts.
Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—ISBN-0-7711-0648-3
Pub Date—87
Note—241p.; For related documents, see CE 051 300-306.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Behavioral Objectives, Career Exploration, Curriculum Guides, *Drafting, Foreign Countries, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Safety
This curriculum guide outlines three credits of study, one credit for each of the grade levels 10, 11, and 12. Intended as an optional study area, the program provides awareness and exploration for those students who aspire to postsecondary study and introduces skills to those who wish to explore trades and technologies in employment after school. Each level has core and option modules that offer flexibility. Introductory materials include an overview, information on implementation, and goals and objectives. Drafting 101 has 11 modules: student orientation and safety, drafting review, drafting equipment and practices, geometric application, sketching, drawing interpretation, multiview drawing, dimensioning, pictorial drawing, developments and intersections, and career exploration. Drafting 201 has nine modules: student orientation and safety, review, product design, mechanical drawings, building construction drawings, electrical/electronic drawings, piping/fluidic drawings, technical illustration/sales drawings, and geological/topographical drawings. Drafting 301 has seven modules: student orientation and safety, review, computers and drafting, product manufacturing drafting, architectural drafting, engineering drafting, and other drafting applications. Each module has these components: major objective, student objectives, teachers' notes and suggested activities, and suggested materials. A six-page bibliography is provided, as well as a list of 23 publishers, with addresses. (YLB)

ED 300 634 CE 051 304
Electricity/Electronics 101, 201, 301. Industrial Arts.
Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—ISBN-0-7711-0645-9
Pub Date—87
Note—566p.; For related documents, see CE 051 300-306.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors—Behavioral Objectives, Career Exploration, Curriculum Guides, *Electrical Systems, *Electric Circuits, *Electricity, *Electronics, Foreign Countries, High Schools, *Industrial Arts, Learning Activities, Learning Modules, Robotics, Safety, Television
Identifiers—*Electrical Wiring
This curriculum guide outlines three credits of study, one credit for each of the grade levels 10, 11, and 12. Intended as an optional study area, the program provides awareness and exploration for those students who aspire to postsecondary study and introduces skills to those who wish to explore trades and technologies in employment after school. Each level has core and option modules that offer flexibility. Introductory materials include an overview, information on implementation, and goals and objectives. Electricity/Electronics (E/E) 101 has 11 modules: student orientation and safety, tools and soldering techniques, direct current theory, passive components, alternating current theory, active components, power supplies, audio circuits, residential wiring, career exploration, and printed circuits. E/E 201 has nine modules: student orientation and safety, components, amplifiers, electronic circuits, radio, optoelectronics, residential wiring, printed circuits, and career exploration. E/E 301 has 10 modules: student orientation and safety, components, electronic circuits, electronic communication system, television, digital concepts and microcomputers, fibre optics, robotics/interfacing, residential wiring, and career exploration. Each module has these components: major objective, suggested materials. Appended are a nine-page chart correlating student texts and teacher references to module topics, seven pages of references, and a list of 15 publishers. (YLB)

ED 300 635 CE 051 305
Graphics 101, 201, 301. Industrial Arts.
Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—ISBN-0-7711-0649-1
Pub Date—87
Note—342p.; For related documents, see CE 051 300-306.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Behavioral Objectives, Career Exploration, Curriculum Guides, Design, Foreign Countries, *Graphic Arts, High Schools, *Industrial Arts, Learning Activities, Learning Modules, *Photography, *Printing, Safety
This curriculum guide outlines three credits of study, one credit for each of the grade levels 10, 11, and 12. Intended as an optional study area, the program provides awareness and exploration for those students who aspire to postsecondary study and introduces skills to those who wish to explore trades and technologies in employment after school. Each level has core and option modules that offer flexibility. Introductory materials include an overview, information on implementation, and goals and objectives. Graphics 101 has 11 modules: orientation and safety, career exploration, design, image generation, layout, relief printing, screen printing, continuous tone photography, lithography, binding and packaging, and process photography. Graphics 201 has eight modules: student orientation and safety, image generation, screen printing, process photography, lithography, continuous tone photography, relief printing, and binding and packaging. Graphics 301 has seven modules: orientation and safety, image generation, screen printing, continuous tone photography, process photography, lithography, and binding and packaging. Each module has these components: major objective, student objectives, teachers' notes and suggested activities, and suggested materials. Appended are a six-page chart correlating recommended material to module topics, 10 pages of references, and a list of 28 publishers. (YLB)

ED 300 636 CE 051 306
Power Mechanics 101, 201, 301. Industrial Arts.
Manitoba Dept. of Education, Winnipeg. Div. of Vocational Education.
Report No.—ISBN-0-7711-0650-5
Pub Date—87
Note—329p.; For related documents, see CE 051 300-305.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Air Conditioning, *Auto Mechanics, Behavioral Objectives, Curriculum Guides, *Engines, Foreign Countries, Heating, High Schools, *Industrial Arts, Learning Activities, Learning Modules, *Power Technology, Safety
This curriculum guide outlines three credits of study, one credit for each of the grade levels 10, 11, and 12. Intended as an optional study area, the program provides awareness and exploration for those students who aspire to postsecondary study and introduces skills to those who wish to explore trades and technologies in employment after school. Each level has core and option modules that offer flexibility. Introductory materials include an overview, information on implementation, and goals and objectives. Power Mechanics (PM) 101 has 11 modules: orientation and safety, tools, fasteners and gaskets, manuals, theory of engine operation, lubrication systems, fuel systems, cooling systems, basic electrical system, basic ignition system, and wheels, hubs, and tires. PM 201 has 11 modules: orientation and safety, engine types, engine test and measurement, ignition systems–tune-up, fuel systems, brake system, steering system, suspension and front end alignment, drive train, heating and air conditioning, and engine rebuilding. PM 301 has nine modules: orientation and safety, electrical systems, exhaust systems, automatic transmissions, emission controls, ignition scope analysis, instruments and accessories, engine rebuilding, and heating and air conditioning. Each module has these components: major objective, student objectives, teachers' notes and suggested activities, and suggested materials. Appended are a four-page chart correlating recommended material to module topics and five pages of references. (YLB)

ED 300 637 CE 051 307
Embler, Marc P.
Designing and Implementing Career Education for the Emotionally Handicapped Middle School Child.
Pub Date—88
Note—82p.; Ed.D. practicum report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavior Disorders, *Career Awareness, *Career Choice, Career Education, *Career Exploration, Career Guidance, *Education Work Relationship, *Emotional Disturbances, Intermediate Grades, Junior High Schools, Occupational Aspiration, Outcomes of Education, Program Effectiveness
A practicum addressed the problem of a lack of career education in a psychoeducational school, a lack that resulted in reduced student motivation, performance, and planning for the future. Following a literature review, suggestions were made for adjustments of instructional materials for emotionally handicapped students. A career education program was begun for the 12 middle school students to demonstrate that education is directly correlated with their future plans in the work world. The program included field trips, speakers, and materials related to career awareness. The materials included films, filmstrips, books, articles, workbooks, cassettes, and pamphlets. The results of the practicum were positive. This conclusion was based not only on results of objective instruments but also on the subjective opinions of those involved. The students became aware that learning is not only important but is crucial to meeting career goals. At the same time, they found that learning can be an enjoyable experience. (The report describes the career plan used and suggests ways it can be implemented by other programs. A checklist and questionnaires used in the project and a four page listing of printed and audiovisuals materials are appended.) (KC)

ED 300 638 CE 051 309
Lytle, Susan L.
From the Inside Out: Relaventing Assessment.
Pub Date—88
Note—5p.; For a related document, see CE 051 310. Photographs will not reproduce well.
Journal Cit—Focus on Basics; v2 n1 p1-4 Fall 1988
Pub Type— Journal Articles (080) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Learning, Adult Literacy, Adult Students, Educational Change, *Educational Innovation, *Evaluation Methods, *Evaluation Problems, *Literacy Education, *Measures (Individuals), *Student Evaluation
Dependence on standardized tests in adult literacy programs derives partly from their relative ease of administration and their appearance of providing valid and reliable quantitative data for program evaluation. Few adult educators are satisfied with the quality of the information, and most are extremely dissatisfied with the effects of such testing on teaching and learning. Literacy practitioners, researchers, and theorists have been working together and separately to seek alternatives and reinvent assessment. This movement is based on learner-centered or participatory approaches that are congruent with recent cross-cultural and ethnographic research. To understand and assess the literacy practices of different adult learners, alternative assessment explores the particular types of reading and writing that adults themselves see as meaningful under different circumstances and that reflect their own needs and aspirations. Most important, these new approaches communicate respect for adults. Procedures for assessing learner progress often include scripted or ethnographic interviews, conducted by students with students or by

administrators or teachers/tutors with students. Some programs use profiles or inventories; others integrate assessment with instruction. Support is needed to build networks to share questions and findings about alternatives to traditional methods of assessment. (YLB)

ED 300 639 CE 051 310
Wolfe, Marcie
Effective Practice: A Progress Report from New York.
Pub Date—88
Note—5p.; For a related document, see CE 051 309. Photographs will not reproduce well.
Journal Cit—Focus on Basics; v2 n1 p5-7 Fall 1988
Pub Type— Journal Articles (080) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Learning, *Adult Literacy, Adult Students, Educational Research, Ethnography, *Evaluation Methods, Interviews, *Literacy Education, *Student Evaluation, *Student Participation
In March 1988, the Institute for Literacy Studies at Lehman College, New York, initiated a short-term, participatory research project in alternative assessment. It consisted of two major components—a five-session seminar held for two hours on Wednesday afternoons in May and June and two rounds of interviews with Adult Learning Center (ALC) students conducted by students participating in the project. This project was intended as the first step in development of a model procedure for classroom-based assessment in ALC classes. Interviews focused on ALC students' current status as readers and writers and on their knowledge about the texts, tasks, contexts, strategies, and processes involved in reading and writing. Three ALC teachers and five students from their classes participated. Five experiential workshop sessions provided some theoretical background on reading and writing processes and on the nature of ethnographic research. The series also took participants through a process of planning, conducting, and analyzing interviews of ALC students. This project showed that students, with training, can conduct assessment interviews with other students that produce useful information about student learning. Implications from this alternative assessment were proof of its cost-effectiveness, a closer relationship between assessment and a student-centered curriculum, and need for an assessment method for student writing. (YLB)

ED 300 640 CE 051 311
A Qualitative Analysis of States' Initiatives in the Implementation of the Carl Perkins Vocational Education Act.
National Association for Vocational Education Program Improvement.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Spons Agency—National Association of State Directors of Vocational Education.
Pub Date—88
Note—80p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Compliance (Legal), *Evaluation Methods, *Federal Legislation, Postsecondary Education, *Program Effectiveness, *Program Evaluation, Qualitative Research, Secondary Education, State Programs, *Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984, Colorado, North Carolina, Oklahoma
This report highlights the structure and analyses of states' initiatives in attaining the purposes of the Carl D. Perkins Vocational Education Act. The intent of the study was to take "snapshots" from key perspectives during 1988 of what states are doing to meet the intents of the act as spelled out in 14 purposes. Examples, or "pictures," supporting each purpose were sought from each state via a questionnaire seeking the following: (1) contexts or situations in which states found themselves related to each purpose; (2) inputs into resulting initiatives; (3) processes used to attain the initiatives; (4) outputs produced by the initiatives; and (5) real or anticipated outcomes. "Pictures" were taken of both secondary and postsecondary initiatives. The "pictures" were used to develop profiles of commonalities, similarities, and patterns as well as differences among the states. (Those who examined these "pictures" were state and regional practitioners with significant experience in program improvement.) The study is suggested as a prototype for an annual national vocational education effectiveness study. The survey instrument is appended. (KC)

ED 300 641 CE 051 314
Burrell, Lewis P.
Vocational Related Mathematics Teaching Utilizing Interactive Computer Technology.
Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
Pub Date—23 Nov 88
Note—38p.; Paper presented at the Ohio Department of Education's Research Dissemination Conference (Columbus, OH, November 23, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Computer Assisted Instruction, Disadvantaged Youth, *Exceptional Persons, Grade 11, *Individualized Instruction, Mainstreaming, *Mathematics Instruction, Microcomputers, Online Systems, Program Effectiveness, Secondary Education, Special Education, Vocational Education
A mathematics program was developed and implemented at the Jefferson County (Ohio) Joint Vocational School to raise the mathematics functioning of special needs students by using interactive computers. Special needs students were pre- and posttested with the Wide Range Achievement Test, Arithmetic section. The 11th-grade students functioning at the lowest levels were assigned to a mathematics laboratory one period per day for 22-day rotation intervals. A grade-level equivalency chart was developed, and each student was assigned interactive mathematics diskettes from commercially available software at the appropriate level. Students were assisted individually by a mathematics teacher. Data were collected on 11th-grade groups for three years. During the initial pilot year, a sample of 28 students had average gains of more than two grade levels; similar gains were reported in subsequent years and with adult students. The basic components of this project are easily replicable by school districts nationwide. The appendixes include statistical data analyses and a list of commercial computer math programs. (KC)

ED 300 642 CE 051 315
Cronin, Carol
Health Benefits for an Aging Workforce: Issues and Strategies.
Washington Business Group on Health, Washington, DC.
Spons Agency—American Association of Retired Persons, Washington, D.C.
Pub Date—Mar 88
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Aging (Individuals), Decision Making, Demography, Financial Support, *Fringe Benefits, *Health Care Costs, *Health Insurance, *Health Promotion, *Inplant Programs, Management Development, Program Design, Program Development, Retirement Benefits
This report examines how U.S. businesses will be affected by the demographic changes in an aging society. As employers, as funders of retirement income and health programs, and as community citizens facing the needs of a graying population, businesses will need to develop new strategies to address current and future change. A concurrent trend of great importance to U.S. businesses is the rise in health care costs paid for employees, dependents, and retirees. This booklet is intended to assist company benefit managers in developing and implementing health care benefit plans. It includes six sections on issues that have a profound effect on the types and costs of health benefits that companies can provide to an aging work force: company size, the changing demographics, health profiles of the older work force, company health cost management profiles, workaite wellness activities, and attitudes and perceptions of the older worker. Each of these sections contains a statement of purpose, background information, and discussions of the implications for benefit managers and related management decisions. The final section contains strategies for employee education, benefit redesign, health program development, data access, and management education. (MN)

ED 300 643 CE 051 317
Hallett, Jeffrey J.
Worklife Visions. Redefining Work for the Information Economy.
American Society for Personnel Administration, Alexandria, VA.
Report No.—ISBN-939900-31-9
Pub Date—Sep 87
Note—200p.
Pub Type— Books (010)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administration, *Economic Change, Educational Needs, *Employer Employee Relationship, Entrepreneurship, Foreign Countries, *Futures (of Society), Leadership, *Organizational Change, Postsecondary Education, Productivity, Social Change, *Technological Advancement, *Work Environment
Identifiers—*Information Age, Japan
The changing economy is affecting everyone's life, especially from the standpoint of prospects for earning a living and pursuing a meaningful career. A clear understanding of the changing nature and dimensions of work is a necessary requisite to planning careers, managing employees, and developing effective employment policies. Preparing for the future also requires an understanding of the shift from the industrial to the information economy. The workplace is especially turbulent at the present time, with nothing seeming certain except for change and even more uncertainty. Technological advancement provides, for the first time, a tool to expand the capabilities of human imaginations rather than human muscles. The Japanese have brought a different perspective and new approaches to management and organization that are likely to have a major impact on the future. Productivity, quality, excellence, innovation, and entrepreneurship are becoming increasingly important. The traditional social contract defining the rights and responsibilities of employers and employees are being rewritten, and new management models (focusing on leading and motivating versus controlling) are emerging. Education, particularly lifelong learning, will play a key role in building the new economy. (MN)

ED 300 644 CE 051 318
Park, Rosemarie J. And Others
The Educational Needs of Dislocated Workers in Minnesota.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Office of the Vice President for Academic Affairs.
Report No.—CURA-88-4
Pub Date—88
Note—47p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, *Dislocated Workers, *Educational Attitudes, *Educational Needs, Job Skills, Job Training, Mathematics Skills, Motivation, Postsecondary Education, Reading Skills, *Retraining, Skill Development, Statewide Planning, Structural Unemployment
Identifiers—*Minnesota
A study was conducted to determine if dislocated workers in Minnesota felt they had sufficient reading and mathematics skills to obtain new employment or enter retraining programs. A representative group of 168 dislocated workers who had been employed in manufacturing, taconite mining, lumber, and farming were interviewed from June through September 1986, with follow-up interviews conducted with 119 workers from 6 to 9 months later. Some of the findings of the research were as follows: (1) most dislocated workers did not envision making radical changes in their occupations; (2) about half of the workers intended to enroll in retraining, with older workers less inclined to seek retraining; (3) groups of workers varied in their perceptions of the importance of reading and mathematics in their former and future jobs; (4) 80 percent of workers thought that co-workers needed remedial programs in mathematics and reading, but that they themselves did not; and (5) workers recommended that policies should be implemented to protect workers' jobs and benefits, give advance warning of closings, extend unemployment benefits, improve helping agencies, and retrain workers on the job. The study concluded that recommendations regarding basic skills and job training could be implemented without major changes in policy, programs, or funding. (KC)

ED 300 645 CE 051 320
Dickinson, Katherine P. And Others

Evaluation of the Effects of JTPA Performance Standards on Clients, Services, and Costs. Executive Summary. Research Report No. 88-15.
Berkeley Planning Associates, Calif.; SRI International, Menlo Park, Calif.
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date—Sep 88
Note—35p.; For the full report, see CE 051 321-322.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Client Characteristics (Human Services), Educational Policy, *Employment Services, *Evaluation Criteria, Federal Government, Government Role, Government School Relationship, Outcomes of Education, *Program Costs, Public Policy, *State Standards
Identifiers—*Job Training Partnership Act 1982, *Performance Standards

A study examined whether the state and federal performance standards for Job Training Partnership Act (JTPA) programs have influenced Service Delivery Area (SDA) and service provider decisions about program design and implementation practices in ways that have affected the clients served, the types of services provided, and the costs of the services. Only a few SDAs appeared to give priority to their performance goals at the expense of other program objectives. It was only in those SDAs without well-defined client or service goals that performance standards had notable unintended effects. A great deal of variation was found in the way states have chosen to use their authority to establish JTPA performance standard policies and to set priorities for the types of clients served. States that established target groups for JTPA programs did influence SDAs to enroll more hard-to-serve clients. There was no evidence to suggest that federal standards for the entered employment rate and wage rate for adults generally had unintended effects on clients or services. On the other hand, federal cost standards did have a number of unintended effects and were the least comparably measured of all federal performance measures. (MN)

ED 300 646 CE 051 321
Dickinson, Katherine P. And Others
Evaluation of the Effects of JTPA Performance Standards on Clients, Services, and Costs. Final Report. Research Report No. 88-16.
Berkeley Planning Associates, Calif.; SRI International, Menlo Park, Calif.
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date—Sep 88
Note—255p.; For the executive summary, see CE 051 320; for the appendixes, see CE 051 322.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Client Characteristics (Human Services), Educational Policy, *Employment Services, *Evaluation Criteria, Federal Government, Government Role, Government School Relationship, Outcomes of Education, Policy Formation, *Program Costs, Program Improvement, Public Policy, *State Standards, Statistical Analysis
Identifiers—*Job Training Partnership Act 1982, *Performance Standards

A study examined whether the state and federal performance standards for Job Training Partnership Act (JTPA) programs have influenced Service Delivery Area (SDA) and service provider decisions about program design and implementation practices in ways that have affected the clients served, the types of services provided, and the costs of the services. Only a few SDAs appeared to give priority to their performance goals at the expense of other program objectives. A great deal of variation was found in the way states have chosen to use their authority to establish JTPA performance standard policies and to set priorities for the types of clients served. States that established target groups for JTPA programs did influence SDAs to enroll more hard-to-serve clients. There was no evidence to suggest that federal standards for the entered employment rate and wage rate for adults generally had unintended effects on clients or services. On the other hand, federal cost standards did have a number of unintended effects and were the least comparably measured of all federal performance measures. (This report includes general recommendations for national, state, and local policies and specific performance management recommendations pertaining to six areas. Thirty-five data tables are included.) (MN)

ED 300 647 CE 051 322
Dickinson, Katherine P. And Others
Evaluation of the Effects of JTPA Performance Standards on Clients, Services, and Costs. Appendixes. Research Report No. 88-17.
Berkeley Planning Associates, Calif.; SRI International, Menlo Park, Calif.
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date—Sep 88
Note—141p.; For the body of the report, see CE 051 321; for the executive summary, see CE 051 320.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Client Characteristics (Human Services), Educational Policy, *Employment Services, *Evaluation Criteria, Federal Government, Government Role, Government School Relationship, Outcomes of Education, Policy Formation, *Program Costs, Program Improvement, Public Policy, *State Standards
Identifiers—*Job Training Partnership Act 1982, *Performance Standards

These appendices accompany a study that was conducted to determine whether the state and federal performance standards for Job Training Partnership Act (JTPA) programs have influenced Service Delivery Area (SDA) and service provider decisions about program design and implementation practices in ways that have affected the clients served, the types of services provided, and the costs of the services. The first appendix summarizes the study's four hypotheses. Case study findings and conclusions are listed in the second appendix. Averages of the independent variables used in the quantitative analysis are presented next. The fourth appendix is a chart that cross-references SDA goals, strategies for achieving performance goals, and performance standards in the 1986 program year. The final appendix deals with the study's data collection instruments. It covers the distribution of responses to the questionnaires and presents an outline of topics for on-site discussions. (MN)

ED 300 648 CE 051 323
Zornitsky, Jeffrey And Others
Establishing a Performance Management System for Targeted Welfare Programs. Research Report No. 88-14.
Abt Associates, Inc., Washington, DC.
Spons Agency—National Commission for Employment Policy (DOL), Washington, D.C.
Pub Date—Aug 88
Contract—J-9-M-8-0012
Note—123p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Employment Programs, *Evaluation Criteria, Evaluation Methods, Management Systems, *Performance Factors, *Predictor Variables, Program Administration, Program Development, Program Evaluation, Standards, *Welfare Services
Identifiers—*Aid to Families with Dependent Children, *Job Training Partnership Act 1982

A study examined a series of performance standards issues in the context of employment and training programs targeted toward the Aid to Families with Dependent Children (AFDC) population. Telephone interviews were conducted with representatives from the Job Training Partnership Act (JTPA) and departments of public welfare programs in nine states. These interviews were conducted to describe and document policies and procedures that encourage services for hard-to-employ individuals; existing welfare performance standards and adjustment procedures; key concerns with performance standards management; and major constraints in serving AFDC recipients, including the hard-to-employ. The second phase of the study entailed an assessment of the predictive validity of alternative performance measures that could be used for employment and training programs serving AFDC recipients. Fourteen of the more than 20 separate correlations evaluated were found to be significant predictors of earnings gains and reductions in welfare dependency. Average weekly earnings and average monthly benefit levels measured over the six months following termination were found to be the best predictors of both benchmarks. (MN)

ED 300 649 CE 051 325
Apprenticeship Reference Guide.
North Carolina State Dept. of Labor, Raleigh.
Pub Date—Jun 86
Note—76p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Apprenticeships, *Employment Patterns, *Employment Qualifications, Guides, *Job Skills, *Occupational Information, Postsecondary Education, Secondary Education, Sex Fairness, *Skilled Occupations, Trade and Industrial Education, Vocational Education
Identifiers—North Carolina

This guide is intended to inform the people of North Carolina of the advantages of apprenticeship training and to promote the registration of apprentices and apprenticeship programs. It opens with a general description of the system of apprenticeship, including an account of the role of the North Carolina Department of Labor. Next, profiles are set forth of the 20 skilled crafts, out of the nearly 700 recognized apprenticeable occupations, that enroll the greatest number of apprentices in the state. Each profile opens with a summary of the job description set forth in the Dictionary of Occupational Titles, which then continues with a more detailed description of duties performed by the worker. Most of the job descriptions cover certain similar subjects, such as entrance requirements, training period, working conditions, tools and equipment, opportunities for women, job outlook, and upward mobility. Addresses are presented for organizations that can provide more information. The appendixes contain useful information concerning: (1) the 1986 average journeyworker wages for newly completed apprentices; (2) a glossary of terms; (3) a list of apprenticeship representatives and their addresses and telephone numbers, and (4) some traditional questions and answers about apprenticeship. (YLB)

ED 300 650 CE 051 326
Report of the Director on the National Apprenticeship System to the Federal Committee on Apprenticeship, February 4-5, 1986.
Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
Pub Date—Feb 86
Note—34p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Apprenticeships, *Federal Government, *Government Role, *Industrial Training, *National Programs, Postsecondary Education, Trade and Industrial Education, Vocational Education
Identifiers—*National Apprenticeship System

The National Apprenticeship System is a formal system for training skilled craftworkers. An automated system for recordkeeping and management purposes, the Apprenticeship Management System, has been developed. It constitutes a complete management system and provides information for fund management control, data for preparing monthly and quarterly reports, and information necessary to respond to Congressional requests. In accordance with requirements of the Carl D. Perkins Vocational Education Act of 1984, an Interagency Agreement and Implementation Plan was signed for greater coordination between vocational education and apprenticeship programs. The passage of the Perkins Act also presents the opportunity to improve the delivery of related instruction. The current list of Bureau of Apprenticeship and Training-recognized apprenticeable occupations contains 750 job titles with corresponding Dictionary of Occupational Titles codes. The National Apprenticeship System includes over 50,000 apprentices registered in military apprenticeship programs. During Fiscal Year 1985, 320,000 registered apprentices received training; 2,921 new programs were developed by federal staff; 532 additional trades were added to existing apprenticeship programs. (Highlights of the 26th meeting of the Federal Committee on Apprenticeship are appended.) (YLB)

ED 300 651 CE 051 335
Swyt, Dennis A.
The Technologies of the Third Era of the U.S. Workforce. Report to the National Academy of Science's Panel on Technology and Employment (Washington, D.C., August 1986).
Pub Date—Aug 86
Note—77p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Education, Automation, *Computer Oriented Programs, Computers, *Pu-

tures (of Society), *Information Technology, *Labor Force Development, Research and Development, Robotics, *Technological Advancement, *Work Environment

This paper describes the new technologies most likely to affect the number and types of jobs in the U.S. economy over the next two decades. These work-affecting technologies are presented in the context of the continuing evolution of the U.S. work force into a distinctly new, third era. Chapter I discusses the transformation of the United States from an agrarian nation into an industrial one and the equally momentous transformation from an industrial nation into one variously described as a post-industrial, service, Third Wave, or knowledge-intensive economy. Chapter II describes the emerging technologies that both underlie the transition and promise to give the third era its distinct technological character. Focus of the chapter is on the information technologies, which are the most significant for the immediate future of work and employment in the emerging era and which include the devices, machines, and systems that generate, transmit, manipulate, and are controlled by means of the binary-represented data upon which computers operate. Sections of the chapter look at the information technologies from three perspectives: the computer itself as the paradigm of the information technologies, advanced research and development in computer-based technologies, and specific applications in the workplace. Appendixes include the diamond plot of occupation trends, Toffler's Third-Wave thesis, and lists of references and data sources. (YLB)

ED 300 652 CE 051 354

Cox, Kenneth Cheek, Gerald

Microcomputer Application Priorities of College Faculty in Vocational-Technical Education.

Pub Date—Dec 88

Note—19p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Computer Oriented Programs, Educational Needs, Graduate Students, Higher Education, *Microcomputers, Needs Assessment, Postsecondary Education, Student Attitudes, *Teacher Attitudes, *Teacher Education, *Vocational Education Teachers

A literature review revealed that few colleges of education offering courses in microcomputer applications are addressing the training needs of college professors and graduate students aspiring to faculty positions. A study was therefore conducted to define and prioritize microcomputer applications needed by college faculty in vocational-technical education. The study population consisted of 278 professional teacher educators from the member institutions of the University Council for Vocational Education. A 74 percent response rate (212 usable questionnaires) was achieved. Word processing was the most used application (91 percent), with only 1 in 10 teacher educators not using a computer for word processing. The next six most frequently used applications were statistical packages, disk operating system and other system commands, bibliographic search, database management, electronic spreadsheets, and desktop publishing packages. All seven of the most frequently used applications were ranked among the nine most important applications. No significant relationship existed between users' and nonusers' rankings of the applications. A portion of the study also addressed the perceived differences in the importance of computer applications and their use between the different service areas within vocational-technical and adult education. (MN)

ED 300 653 CE 051 355

Shipe, Ron And Others

A Case Study: Implementing an Interactive Video Instruction System in Teaching Electronics and Industrial Maintenance.

Pub Date—Dec 88

Note—22p.; Paper presented at the American Vocational Association Convention (St. Louis, MO, December 1988).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Electronics, *Equipment Maintenance, Formative Evaluation, Higher Education, *Instructional Systems, *Interactive Video, *Material Development, Media Selection, Models, Program Development, Program Implementation, *Technical Education

Identifiers—University of Tennessee

A study examined the development and implementation of an interactive video instruction system for teaching electronics and industrial maintenance at the University of Tennessee. The specific purposes of the study were to document unusual problems that may be encountered when this new technology is implemented, suggest corrective actions, and propose a model for implementing interactive videodisk systems. One unique problem encountered during the system's introduction was the problem of ownership and the limitations for making revisions. Also, since the decision to implement the video system was an administrative one, many faculty members felt that the system was being forced on them. A four-phase model for introducing interactive videodisk technology was developed. The four phases are as follows: initiation (the stage leading up to and including the decision to adopt the change); implementation (the initial incorporation and use of the new technology); continuation (the phase where change gets built into the ongoing program); and outcome (the stage in which a summative evaluation of the system's effectiveness is conducted). One of the most important factors in successful implementation of interactive video systems is that administrators have an adoption time perspective rather than an implementation perspective. (MN)

ED 300 654 CE 051 357

Friedel, Janice Nahra

Labor Market Assessments: An Essential Data Element for Quality Decision Making and Strategic Planning.

Pub Date—Jul 88

Note—24p.; Paper presented at the Conference of the Society for College and University Planning (Toronto, Ontario, July 21-August 3, 1988).

Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Planning, *Community Colleges, *Curriculum Development, Decision Making, Information Needs, *Labor Market, Labor Needs, *Long Range Planning, *Needs Assessment, Occupational Information, Two Year Colleges, *Vocational Education

Identifiers—*Eastern Iowa Community College District

The Eastern Iowa Community College District (EICCD), a multicollege district serving eight counties in east central Iowa, has developed a procedure for conducting labor market assessments to provide the data necessary for their long-range decision-making and strategic planning efforts. The major purpose of these assessments is to provide direction to the development and revision of competency-based vocational programs. Since the information obtained from the assessment is used in making programmatic as well as budgetary decisions, the assessment process was developed in such a way as to give faculty and administrators a sense of ownership of the process. All survey and assessment efforts are managed by the EICCD Office of Academic Affairs and Planning. To date, assessments have been conducted in 19 occupational/program areas. The following common core of information is collected in each occupational/program area assessed: demographics of local businesses and industries, current and projected local employment needs, entry-level job requirements, minimal educational levels required, current wage/-salary for new employees, current employees' continuing education needs, and emerging trends in the specific occupational areas. Questions unique to each area assessed (as identified by the assessment task force) are also included in the individual assessments. (MN)

ED 300 655 CE 051 358

Stibravy, John Muller, John

Using Technical Writing To Enhance Adult Student Self-Esteem.

Pub Date—Oct 88

Note—10p.; Paper presented at the Conference "Teaching Adults: Myths and Realities" (Cincinnati, OH, October 7-8, 1988).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Educational Benefits, Postsecondary Education, *Reentry Students, *Self Esteem, *Technical Writing, *Writing Instruction

Short, intensive technical writing classes have been found to have a very positive effect on adult personality, especially in the area of self-esteem. Over the course of several years, groups of high school-educated adult learners who entered college after being out of school for years were found to have their anxieties about reentering school alleviated substantially after they had completed short courses in technical writing. Task-oriented technical writing assignments encouraging students to make use of such concepts as layout, graphics, study, and audience need were found to have the following positive effects in adult learners: a significant increase in self-confidence, an overall improvement in communication ability, a reduction in being manipulated by others, improved analytical ability, and increased control over life circumstances. (MN)

ED 300 656 CE 051 360

Graff, Kurt, Ed. Holmberg, Borje, Ed.

International Study on Distance Education: A Project Report.

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.

Pub Date—Nov 88

Note—151p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adult Education, Comparative Analysis, *Delivery Systems, *Distance Education, Educational Practices, Foreign Countries, Postsecondary Education, *Program Content, *Program Implementation, Universities

A study examined distance education systems and practices in the major areas of the world (Australia, Asia, Africa, South and Central America, North America, and Eastern and Western Europe). A long version of the survey instrument was originally mailed to 1,640 institutions, organizations, and government agencies, and a short version was mailed to 741. An overall response rate of 21.4 percent was obtained (with response rates ranging from 3.3 percent for Eastern Europe to 40.0 percent for Australia). The study yielded data on the general characteristics of the distance education institutions and their budgets. As expected, widening educational services to include new groups of adult learners was cited as the most important goal of the institutions studied. A great number of educational media were being used and surprisingly large sums are allegedly being invested in media development. There was great interest in developing and maintaining student independence, as well as in learner friendliness (using personal counseling and tutorial services to enhance students' success). (Appendixes include short and long versions of the questionnaire, information on the survey respondents by country, and a list of institutions in the study sample.) (MN)

ED 300 657 CE 051 361

NLRB: The First 50 Years. The Story of the National Labor Relations Board 1935-1985.

National Labor Relations Board, Washington, D.C.

Pub Date—Dec 85

Note—97p.

Pub Type— Historical Materials (060)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Collective Bargaining, Employer Employee Relationship, *Federal Legislation, Labor Conditions, Labor Legislation, *Labor Relations, *Labor Standards, *Public Agencies, Quality of Working Life, *Unions

Identifiers—*National Labor Relations Act, *National Labor Relations Board

The National Labor Relations Board (NLRB) is an independent federal agency created in 1935 by Congress to administer the National Labor Relations Act, the basic law governing relations between labor unions and business enterprises engaged in operations affecting interstate commerce. In its statutory assignment, the NLRB has two principal functions: (1) to determine and implement, through secret-ballot elections, the free democratic choice by employees as to whether or not they wish to be represented by a union in dealing with their employers, and, if so, by which union; and (2) to prevent and remedy unlawful acts, called unfair labor practices, by either employers or unions or both. This book tells the NLRB's story, mostly with photographs, over its five decades. The book does not attempt to be a comprehensive history of either the NLRB or development of the law under the act. Rather, its purpose is to capture highlights of the agency's history and to serve as an album for the

labor-management community on the act's 50th anniversary. The four chapters of the book cover the following: (1) "In Search of a National Labor Policy"; (2) "The Wagner Act Years, 1935-1947"; (3) "The Taft-Hartley Act Years, 1947-1959"; and (4) "Milestones: The 60s, 70s, and 80s." Messages from NLRB officials and lists of board members and general counsels are included. (KC)

ED 300 658 CE 051 362
Employment in Perspective: Women in the Labor Force. Third Quarter 1988. Report 758.
Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date—88
Note—4p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employed Women, *Employment Level, *Employment Patterns, Employment Practices, Employment Projections, Employment Statistics, Females, *Futures (of Society), *Older Adults, Sex Bias, Sex Discrimination, Trend Analysis, Wages
Identifiers—Current Population Survey
The female share of the older work force has nearly doubled since 1950. In 1987, the 6.2 million women aged 55 and over in the labor force constituted 4 of every 10 older workers. Because young women today have a stronger work attachment than did their mothers and grandmothers, the female share of the older work force is likely to continue to increase. The employment characteristics of older women today reflect not only age-related factors but also lifetime work patterns and attitudes unique to the group; i.e., women were not expected to work after marriage, whereas unmarried women usually worked. Over the past several decades, fundamental changes have occurred in women's work life patterns. Three decades ago, only about 3 in 10 young women worked, whereas today 7 in 10 women between the ages of 25 and 34 are in the labor force. Women reaching their fifties or sixties several decades from now will have much more work experience than the women born before them. However, these women, as their predecessors, are still concentrated in three occupational groups-sales, administrative support, and services-which usually pay low wages. Therefore, their retirement benefits, although better than those of older women of today, will still be lower than men's and will affect their work life in their older years. (Data were gathered from the Current Population Survey.) (KC)

ED 300 659 CE 051 363
Kedney, Bob, Ed. Parkes, David, Ed.
Planning the FE Curriculum. Implications of the 1988 Education Reform Act. Perspectives from Administrators and Managers.
Further Education Unit, London (England).
Report No.—ISBN-1-85338-080-6
Pub Date—88
Note—87p.
Pub Type— Collected Works - General (020) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Administration, College Programs, *College Role, *Compliance (Legal), Continuing Education, Curriculum Development, *Educational Legislation, *Educational Policy, Educational Trends, *Federal Legislation, Foreign Countries, Futures (of Society), Policy Formation, Postsecondary Education, Public Policy, School Community Relationship, School Districts
Identifiers—*Education Reform Act 1988 (England), *England
This text is a collection of seven papers on the Education Reform Act (ERA) in England and its implications, from writers whose personal perspectives and professional roles provide an agenda of issues for practitioners ranging from politicians to local authority administrators to college managers. The following papers are included: "The LEA (Local Education Agency), the College and the Community" (Don Libby and Rob Hull); "Further and Higher Education: The Strategic Role of the LEA" (Bob Morris); "Incorporation and Assisted Status-or Not?" (John Bevan); "College Governance" (Michael McAllister); "The Professional Role of the Lecturer" (Jenny Shackleton); "Who's Driving the Curriculum Vehicle Now?" (Beryl Pratley); and "From ERA to New Epoch: Summary and Conclusions" (Bob Kedney and David Parkes). An introduction provides an overview of the themes of the papers, and an appendix discusses the act as it affects the finance and government of locally funded further and higher education. A glossary is included. (KC)

ED 300 660 CE 051 365
Federal Employee Leave Sharing. Hearing before the Subcommittee on Federal Services, Post Office, and Civil Service of the Committee on Governmental Affairs. United States Senate, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.
Report No.—Senate-Hrg-100-733
Pub Date—18 Mar 88
Note—228p.; Some pages contain small, light type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adults, *Diseases, Employer Employee Relationship, *Federal Legislation, *Government Employees, Hearings, *Leaves of Absence, Personnel Needs, *Personnel Policy
Identifiers—*Leave Sharing
This document contains oral and written testimony by United States Senators, government administrators, and employee representatives on a proposal to establish leave sharing for federal employees. The leave sharing concept could be implemented on a personal basis, with any employee donating sick or annual leave to another employee with a long-term illness who has exhausted his/her own leave, or via a "bank" in which employees could deposit and from which they could withdraw leave. Most of those testifying endorsed the leave sharing concept, and several cited cases in which such sharing would have saved an employee from financial ruin. Several witnesses had experience with leave sharing programs, either in other levels of government or in a federal leave-sharing pilot project, and heartily supported the concept. (The text of a bill authorizing federal leave sharing is included in this report.) (KC)

ED 300 661 CE 051 366
Veterans' Education Policy. A Report Prepared by the Commission To Assess Veterans' Education Policy (Pursuant to Public Law 99-576) Submitted to the Administrator of Veterans' Affairs and the House of Representatives and Senate Committees on Veterans' Affairs. 100th Congress, 2d Session. House Committee Print No. 17.
Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.; Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.
Report No.—Senate-Prt-100-125
Pub Date—22 Sep 88
Note—314p.; Some pages contain small, light type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Educational Policy, Educational Practices, *Federal Aid, *Federal Legislation, Postsecondary Education, *Program Improvement, *Student Financial Aid, Training Allowances, Veterans, *Veterans Education
Identifiers—*G I Bill
This 10-section commission report contains an overview of veterans' education benefits and recommendations for changes in veterans' education policy. The first three sections state the principles and assumptions of the study on which the report is based, summarize the commission's recommendations, and outline the commission's organization and background. The fourth section summarizes the provisions of the various programs funded through veterans' legislation, and the following three sections summarize the history of the purpose of veterans' educational assistance benefits, describe the Montgomery GI Bill student, and speculate on education in the 1990s. The eighth section, which makes up the bulk of the report, discusses the commission recommendations in the following areas: benefit-delivery system structure; certifications and reports; changes of program limitations; compliance surveys and supervisory visits; counseling and support services to veterans; debt recovery and fraudulent claims; distinctions between noncollege degree and degree training; measurement; mitigating circumstances; publications; remedial, deficiency, and refresher training; reporting fees; restoration of pay reductions; role of continuing education; standardization; training and associated administrative resources; two-year rule, standards of progress, and the 85-15 rule; value of home-study courses; and work-study programs. The final two sections present views of dissenting commissioners. (KC)

ED 300 662 CE 051 367
Balancing Work & Family. A Teaching Guide.
Iowa State Univ. of Science and Technology, Ames. Dept. of Family and Consumer Sciences Education.
Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.
Pub Date—88
Note—228p.; Document contains colored paper.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Behavioral Objectives, Coping, *Employment, Family Influence, *Family Life Education, Family Planning, Home Management, *Job Satisfaction, Learning Activities, *Life Satisfaction, *Life Style, Quality of Life, Role Theory, Secondary Education, State Curriculum Guides, Stress Management, Time Management
This curriculum guide provides materials for four units: work/family life-style choices, balancing work/family roles, work influences on family life, and family influences on work life. Three teaching methods are used consistently throughout the curriculum: role playing, case studies, and interviews. Each unit is composed of 5 to 10 lessons. There are 37 lessons. Representative topics are multiple roles of individuals, parenthood decisions, work and family conflicts, time management strategies, financial management skills, stress, personal management strategies, employer supports and benefits, work satisfaction, interpersonal relationships, household and child care responsibilities, and family satisfaction. The units and lessons are designed to be taught in the order presented. Components of each lesson include lesson number, topic, goal, objectives, content outline, list of needed resources, list of additional resources, introduction, activities, conclusion (questions, a short activity, and/or statement to summarize the lesson), transparency masters, handouts, and case studies. Appendix A includes a bank of test questions that are keyed to objectives. Appendix B is an annotated bibliography of resources for the teacher and students. (YLB)

ED 300 663 CE 051 368
Gaskell, Jane, Ed. McLaren, Arlene, Ed.
Women and Education: A Canadian Perspective.
Spons Agency—Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
Report No.—ISBN-0-920490-71-9
Pub Date—87
Note—395p.; Revised versions of papers presented at the conference "Women and Education" (Vancouver, British Columbia, Canada, June 1986).
Available from—Detselig Enterprises, Ltd., P.O. Box G399, Calgary, Alberta T3A 2G3.
Pub Type— Collected Works - Proceedings (021) — Books (010) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Comparative Education, *Educational History, Educational Policy, *Educational Practices, *Educational Trends, *Females, Feminism, Foreign Countries, Futures (of Society), Job Training, Physical Education, Postsecondary Education, Science Education, Secondary Education, *Sex Discrimination, Vocational Education, *Womens Education, Womens Studies
Identifiers—*Canada
This four-part book contains 16 papers that explore the relationship between feminist research and education, especially in Canada. The papers in the first part, "Women as Mothers, Women as Teachers," are as follows: "The Evolution of the Sexual Division of Labour in Teaching" (Danylewycz, Light, Prentice); "More than a Labour of Love" (Task Force on Child Care); and "Constructing Cultural Knowledge" (Griffith, Smith). The following papers appear in the second part of the book, "Unequal Access of Knowledge": "Adolescent Females and Computers" (Collis); "Girls and Science Programs" (Murs, Kimball, Cloutier); "Course Enrollment in the High School" (Gaskell); and "Women and Higher Education in Canadian Society" (Guppy, Balson, Vellutini). The papers of the third part, "The Nature of Curriculum: Whose Knowledge?" include the following: "Two Marys and a Virginia" (Pierson); "National Issues and Curricula

Issues" (Sheehan); "An Analysis of Ideological Structures and How Women Are Excluded" (Smith); "Knowledge and Gender in Physical Education" (Dewar); and "Feminism, Women's Studies and the New Academic Freedom" (McCormack). The fourth part, "Beyond Schooling: Adult Education and Training," contains the following papers: "Literacy as Threat/Desire" (Rockhill); "Rethinking Femininity" (McLaren); "Skill Training in Transition" (Jackson); and "High Hopes and Small Chances" (Tom). An introduction to the book outlines the topics considered in it, and an epilogue suggests future directions. Short biographies of the authors are provided, and the papers contain bibliographies. (KC)

ED 300 664 CE 051 370
Ohio's Training Resources for Workers Displaced by Plant Closings.
Ohio State Council on Vocational Education, Westerville.
Pub Date—88
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, *Community Programs, Cooperative Planning, Coordination, Delivery Systems, *Dislocated Workers, Educational Legislation, Educational Resources, Employment Programs, Federal Legislation, Job Training, Models, Postsecondary Education, Program Content, Program Development, *Retraining, *Statewide Planning, *Vocational Education
Identifiers—*Job Training Partnership Act 1982, *Ohio, Plant Closings
A study examined the level of coordination exhibited by six Ohio communities (Evergreen, Avon Center, Central City, Douglasville, Prostburg, and Buckeye) in planning and delivering training services to workers dislocated because of plant closings. Information was obtained from a wide variety of documents and reports as well as from Job Training Partnership Act (JTPA) and Community Economic Assistance Team (CEAT) staffs, job training professionals, school and union officials, representatives of closed businesses, displaced workers, local service delivery area (SDA) and Private Industry Council (PIC) staff, and private outplacement firms. The following recommendations resulted from the case studies: (1) SDAs, PICs, and secondary and postsecondary vocational-technical institutions alike should be more assertive in marketing their services to the business community and in encouraging businesses to provide advance notice of impending plant closures; (2) one of the first tasks of any community facing a plant closure is to establish a single steering committee to plan and coordinate all aspects of a dislocated worker program; and (3) wherever possible, dislocated workers should be hired to assist in the delivery of services. (MN)

ED 300 665 CE 051 371
Effective Links between Vocational-Technical Education and Private Industry Councils.
Ohio State Council on Vocational Education, Westerville.
Pub Date—88
Note—32p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *Agency Cooperation, Cooperative Programs, *Coordination, *Demonstration Programs, Disadvantaged, Dislocated Workers, Employment Programs, Federal Legislation, Federal Programs, *Job Training, Postsecondary Education, Technical Institutes, Two Year Colleges, Underemployment, Unemployment, *Vocational Education, Vocational Schools
Identifiers—*Job Training Partnership Act 1982, Private Industry Councils
A study examined a number of local settings in Ohio in which coordination and collaboration between key providers of services under the Job Training Partnership Act (JTPA) were deemed exemplary. Its purpose was to identify elements contributing to successful coordination and collaboration that could be of potential use to others. Researchers interviewed officials of vocational schools, technical institutions, and Private Industry Councils (PICs). They were able to group the hallmarks of exemplary collaboration into three categories--organization, policy and procedures, and specific activities--by the three types of institution. The researchers included both positive and negative findings. They then compiled a composite institution of each type having the features that promote exemplary coordination. Four recommendations were offered for consideration by PICs and service delivery agencies to help them further expand and develop cooperative relationships in the delivery of JTPA agencies. These recommendations addressed criteria for evaluating coordination of services, interagency networks, preservice and inservice, and promulgation of successful strategies. (Interview questions are appended.) (YLB)

ED 300 666 CE 051 372
Serving Credit-Deficient High School Students through Vocational Education.
Ohio State Council on Vocational Education, Westerville.
Pub Date—88
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Policy, Employment Programs, *Enrollment, *Enrollment Influences, Graduation Requirements, High Schools, *High School Students, *Job Training, *Student Placement, *Vocational Education
A study was conducted to determine the effects of implementing the Ohio policy of permitting credit-deficient students to enroll in two-year vocational education job training programs. At issue were the perceived benefits to 16-year-old students permitted to enroll in two-year vocational job training programs, even though the students have not earned the required number of credits for junior class standing. A survey revealed that 77 percent of responding districts enrolled credit-deficient students; some other districts were accepting these students on a limited basis; and others were rethinking their policy as a result of problems associated with declining enrollment. Some of the philosophies and methods used by school districts to deal with the issue of enrolling credit-deficient students in job training programs included a transitional program, alternative schools, individualized programming, adult basic education, additional assistance for special needs students, special job training programs, flexible junior class status, and three-year programs. Barriers to enrollment in vocational education classes were also identified. Two categories of recommendations were made--short-range ones to provide important adjustments in implementing vocational education programs and long-range ones to eliminate barriers to enrollment in secondary vocational education job training programs. (YLB)

ED 300 667 CE 051 374
Towards Defining Literacy. Symposium Draft Papers (Philadelphia, Pennsylvania, September 28, 1987).
National Advisory Council on Adult Education, Washington, D. C.; Pennsylvania Univ., Philadelphia. Literacy Research Center.
Pub Date—28 Sep 87
Note—95p.; Some documents contain small, light type.
Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Adult Students, Educational Needs, Educational Objectives, Educational Policy, Functional Literacy, *Illiteracy, *Literacy Education, Policy Formation, *Student Evaluation
This collection contains the texts of four draft papers and four responses that were presented at a symposium on defining literacy. The following papers are included: "Definitions of Literacy" (Richard L. Venezky); "Definitions of Literacy: Responses" (Reynaldo F. Macias); "Literacy for What Purpose?" (Larry Mikulecky); "Literacy for What Purpose?: Response" (Arlene Fingeret); "Measuring Adult Literacy" (Irwin S. Kirsch); "Measuring Adult Literacy: Response" (Thomas G. Sticht); "Policy Implications of Literacy Definitions" (Jeanne S. Chall); and "Policy Implications of Literacy Definitions: Response" (Carl F. Kaestle). The following are among the topics discussed in the individual papers: functional literacy and its domain of reference, the skill requirements of literacy, criteria for determining level of literacy, literacy and nonnative speakers, literacy misconceptions, links between social contexts and literacy, selection of contexts and approaches for literacy assessment, the competency-based and profiles approaches to literacy assessment, reasons and procedures for measuring literacy, and the things that are learned at the six levels of literacy education. (MN)

ED 300 668 CE 051 375
Mosner, John W.
Marketing College and University Cooperative Education Programs.
Kalamazoo Coll., Mich.
Pub Date—Dec 88
Note—25p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, *College Programs, *Cooperative Education, Educational Benefits, Higher Education, *Marketing, *Publicity
Identifiers—Market Research
Cooperative education is an educational method that offers many opportunities and benefits to students, employers, and higher educational institutions. Higher education has traditionally resisted marketing in any form. This has largely been the result of the traditional, narrow promotional concept of marketing. In contrast to this view, marketing may be viewed as a central activity of modern institutions that grows out of their quest to serve some area of human need effectively, an activity that is essential to their continued survival and success. As it applies to higher educational institutions, marketing may be defined as gathering and assessing information on customer needs and planning and executing activities designed to bring about an awareness of program and service offerings. Many analysts see a sink or swim case for marketing college and university cooperative education programs. Those responsible for marketing cooperative education programs must realize that these programs have a variety of internal and external publics that need to be served, i.e., students, faculty, administrators, employers, potential students, and parents. Each of these publics must be kept in mind when analyzing product life cycles, doing market research, formulating a marketing strategy, and developing and evaluating a marketing plan. (Appended are examples of the National Commission for Cooperative Education's advertising campaign.) (MN)

ED 300 669 CE 051 376
Procurement Career Management Handbook.
Department of the Treasury, Washington, D.C.
Report No.—TD-P-70-06-G
Pub Date—Aug 88
Note—55p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Career Counseling, *Career Development, *Cooperative Education, *Government Employees, Internship Programs, *Management Development, *Professional Continuing Education, Skill Development
Identifiers—*Procurement Personnel
This handbook is the result of the Treasury Department's efforts to increase professionalism among its procurement employees nationwide through its Procurement Career Management Program. First, the scope and objectives of the Procurement Career Management Program are discussed. The remaining sections of the handbook deal with the following program components: career counseling and assessment, treasury procurement internships, the career development program, the contracting officers warrant program, the procurement student cooperative programs, the Treasury Acquisition Career System (TRAC), and the procurement career management board. A list of pertinent definitions and the following exhibits are also included: a summary of training requirements, a sample individual development plan, a sample cooperative education agreement, a list of university cooperative extension programs, the TRAC questionnaire format, and instructions for completing the TRAC questionnaire. (MN)

ED 300 670 CE 051 378
Buzza, John
Attrition and Persistence in Adult Literacy Programs.
Pub Date—30 Aug 88
Note—118p.; Master's Thesis, University of Minnesota.
Pub Type— Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, *Adult Basic Education, *Adult Literacy, *Adult Reading Programs, Demography, Educational Attain-

ment, Educational Objectives, Employment Level, *Literacy Education, Predictor Variables, School Attitudes, *School Holding Power, *Student Attrition, Student Characteristics

A study examined the attrition and persistence of students enrolled in adult basic education literacy programs. The study population consisted of 1,407 adult learners who had completed intake interviews and/or been enrolled in learning programs at the Technology for Literacy Center in St. Paul, Minnesota, during a two-year period. The dependent variable for the study was attrition/persistence. The independent variables consisted of six categories of variables relating to personal and demographic characteristics, initial goals at intake, educational history and achievement, current employment status, attitudes toward working with computers, and program of study. The 36 variables studied accounted for only 7.8 percent of the variance in attrition/persistence, and 22 variables accounted for less than 5 percent of the variance between program completers and leavers. The study findings were consistent with other research in that students who were unemployed but available for work were more likely to drop out than were other students and that obtaining a General Educational Development certificate is positively correlated with persistence. (Appendixes include the intake questionnaire and information release and information on the frequency distribution of independent study variables.) (MN)

ED 300 671 CE 051 379

Workplace Literacy: Targeting the Future. A Report on the National Conference on Workplace Literacy (Washington, D.C., October 3-4, 1988).

Small Business Administration, Washington, D.C.
Pub Date—Oct 88
Note—67p.
Pub Type— Collected Works - Proceedings (021) — Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Literacy, Business Communication, *Business Responsibility, Educational Legislation, *Educational Needs, Federal Legislation, *Functional Literacy, *Futures (of Society), *Small Businesses
Identifiers—*Job Literacy

This summary reports on the proceedings of a conference that was convened to focus attention on the implications of inadequate literacy levels among present and future employees of small businesses and to share successful approaches to the task of helping these employees develop the literacy skills required to meet ever-changing job requirements. The summary begins with the conference agenda and a fact sheet on small business in the year 2000. Next, the conference proceedings are summarized. The next section discusses small business and training in the year 2000, with particular emphasis on the impact that projected demographic changes are likely to have on small business. The conference registrants, state adult literacy contacts, and U.S. Small Business Administration Regional Advocates are listed. The next section deals with employers and the legal aspects of literacy, and the final section outlines the major statutes containing workplace literacy and job training provisions. (MN)

ED 300 672 CE 051 381

Lawrence, Betty Hurley

Mathematical Myths and Adult Learners.

Pub Date—7 Oct 88
Note—7p.; Paper presented at the conference "Teaching Adults: Myths and Realities" (Cincinnati, OH, October 7, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Learning, *Adult Students, *Classroom Techniques, Mathematics Anxiety, *Mathematics Instruction, Postsecondary Education, *Student Characteristics
Identifiers—State University of New York Empire State Coll

Not been much research has been done on the characteristics of adult learners of mathematics per se. In most cases, however, it appears that adult learners of mathematics share the characteristics of other adult learners. Adults are often good problem solvers, but they often need to be convinced that these methods are acceptable and applicable to math. Mathematics teachers working with adults must also be aware of the fact that many adults have learning histories with unusual gaps. Careful background assessments (not necessarily based on traditional methods) are therefore very important. Many adults have also developed a learning style that affects their approach to mathematics. For example, adults who lean toward a concrete experiential learning style will find the abstract quality of mathematics unnatural and will need to accommodate some of the structure of math while building on their strength as problem solvers. The following are techniques that have been found to be effective in teaching adults math: shared learning, sensitive diagnostics, integration, visualization, math as language, peer tutoring, and efforts to change past negative attitudes toward math. (MN)

ED 300 673 CE 051 383

Shepherd, John Richardson, Sally

Staff Development for PICKUP. Workshop Materials Manual.

Further Education Unit, London (England).
Report No.—ISBN-1-85338-065-2
Pub Date—88
Note—159p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Foreign Countries, *Inservice Teacher Education, Models, Postsecondary Education, *Staff Development, *Teacher Workshops, *Vocational Education, Vocational Education Teachers
Identifiers—*United Kingdom

This manual has been developed for those staff members at further education unit (FEU) colleges and polytechnics in the United Kingdom that are responsible for Professional, Industrial, and Commercial Updating (PICKUP) staff development activities. It is divided into four sections. The first section provides background on the PICKUP project, and the second discusses issues, findings, and recommendations concerning staff development activities for persons teaching in the United Kingdom's FEU system. Section 3 outlines 10 steps to a successful workshop. Topics covered include the goals of a workshop, workshop planning and preparation, final arrangements, lead time, icebreaking activities, things to do, things that can go wrong, ways of ending a workshop, and follow-up activities. The fourth section consists of 16 workshop activities (each of which includes a commentary, instructional text, and a procedure for delivering the instructional text). The following are among the topics covered: the purpose of staff development, ways of establishing an institutional framework for PICKUP, motivation and reward, use of a group's resources, ways of learning, techniques for use with adult learners, selection of appropriate teaching methods, self-evaluation, evaluation and monitoring techniques, and course design and adaptation. Appendixes include a staff development grid and resource list. (MN)

ED 300 674 CE 051 419

Rice, Linda And Others

Drugs-Effect and Control. Courseware Evaluation for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—Mar 88
Note—10p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Courseware, *Decision Making, Drug Education, *Drug Use, Health Education, Home Economics, Instructional Material Evaluation, Secondary Education, *Substance Abuse

This courseware evaluation rates the Drugs-Effect and Control program developed by Marshware/Marshfilm. (The program-not contained in this document-includes Drugs-Who's in Control and Their Effect on You.) Part A describes the program in terms of subject area and hardware requirements (Apple II, color monitor); indicates its suitability for use as application, drill, tutorial, simulation, or gaming in grades 7-12; and gives a time estimate (30 minutes). Accompanying material includes teacher guides. Availability information includes backup policy ($10.00 within 30 days of purchase). Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The program received yes ratings in all categories: subject matter, technical presentation, student and program interaction, documentation, student evaluation, work behaviors, and application programs. Reviewers found the program easy to use and a good introduction to drug information and group interaction, but expressed a need for more difficult questions for upper-level students. The program is highly recommended. (SK)

ED 300 675 CE 051 420

Kaylor, Robert And Others

Wood Programs. Courseware Evaluation for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—4 May 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Courseware, *Hand Tools, High Schools, *Industrial Arts, Instructional Material Evaluation, Shop Curriculum, *Woodworking

This courseware evaluation rates the Wood Programs software developed by the Iowa Department of Public Instruction. (These programs-not contained in this document-include understanding board feet, wood characteristics, wood safety drill, wood dimensions, wood moisture, operating the table saw, radial arm, measurement drill, fraction drill, and letters for high graphics.) Part A describes the program in terms of subject area and hardware requirements (Apple II) and indicates its suitability for use as drill and practice for grades 9-12. Availability information includes cost ($1.00 plus disk) and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. These programs received a yes rating for subject matter, technical presentation, and student interaction; somewhat for program interaction; and no for student evaluation, documentation, and work behaviors. Reviewers noted that some of the 10 programs are good, but that some need documentation and some questions are poorly written. (SK)

ED 300 676 CE 051 421

Turner, Gordon And Others

Blueprint Reading. Courseware Evaluation for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—8 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blueprints, Building Trades, *Computer Software Reviews, *Courseware, *Engineering Drawing, High Schools, Instructional Material Evaluation, *Orthographic Projection, Trade and Industrial Education

This courseware evaluation rates the Blueprint Reading program developed by the Iowa Department of Public Instruction. (The program-not contained in this document-is self-paced and contains review questions to supplement instruction in blueprint reading and mechanical drawing.) Part A describes the program in terms of subject area (fractions, decimals, orthographic projection) and hardware requirements (Apple II), indicates its suitability for use as drill or tutorial for grades 9-12, and gives a time estimate (30 minutes to 1 hour). Availability information includes cost ($1.00 plus disk) and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This program received yes ratings for subject matter, technical presentation, student and program interaction, and documentation; somewhat for work behaviors; and no for student evaluation. A strength is clear presentation of spatial relationships; noted weaknesses were that more than one answer is possible and it is not a stand-alone program. Overall, the program is highly recommended. (SK)

ED 300 677 CE 051 422

Gates, Earl And Others

Ohm's Law and Solar Energy. Courseware Evaluation for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—3 May 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Courseware, *Electricity, High Schools, Instructional Material Evaluation, *Solar Energy, Trade and Industrial Education
Identifiers—*Ohm Law of Electricity
This courseware evaluation rates the Ohm's Law and Solar Energy program developed by the Iowa Department of Public Instruction. (The program –not contained in this document–covers Ohm's law and resistance problems, passive solar energy, and project ideas and sources.) Part A describes the program in terms of subject area (construction and electronics) and hardware requirements (Apple II), indicates its suitability for use as tutorial in grades 9-12, and gives a time estimate (15-20 minutes). Availability information includes cost ($1.00 plus disk) and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This program received a yes rating for subject matter; somewhat for technical presentation, student and program interaction, and documentation; and no for student evaluation. Reviewers noted that the Ohm's law and solar energy portions were good and the latter was useful in eighth-grade audit, but the project file was of little value to technology students. Overall, the program was recommended with reservations. (SK)

ED 300 678 CE 051 423
Turner, Gordon And Others
Industrial Education, General Programs. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—4 May 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Building Trades, *Computer Software Reviews, *Courseware, Electricity, *Energy, High Schools, Industrial Arts, Instructional Material Evaluation, *Power Technology, *Technical Mathematics, Trade and Industrial Education, Transportation
This courseware evaluation rates a set of 25 industrial education general software programs developed by the Iowa Department of Public Instruction. (These programs–not contained in this document–include measurement drill, fraction drill, loan and interest cost analysis, assault vehicle speeds, sun's rays, Ohm's law, concrete calculations, roof framing, and board feet.) Part A describes the programs in terms of subject area (electricity, transportation, energy) and hardware requirements (Apple II), indicates their suitability for use as drill or tutorial in grades 9-12, and gives a time estimate (1-15 minutes). Availability information includes cost ($1.00 plus disk) and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. These programs received somewhat ratings for subject matter, technical presentation, student and program interaction, and work behaviors and a no rating for documentation. Reviewers noted that, although inexpensive, the programs needed documentation and their content may be of low interest. The courseware was recommended with reservations. (SK)

ED 300 679 CE 051 424
Goldstine, James And Others
Reading Vernier Calipers. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—15 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Building Trades, *Computer Graphics, *Computer Software Reviews, *Courseware, *Engineering Drawing, High Schools, Instructional Material Evaluation, *Measurement Equipment, Trade and Industrial Education
Identifiers—*Calipers, Micrometers
This courseware evaluation rates the Reading Vernier Calipers program developed by EMC Publishing Company. (The program–not contained in this document–uses high resolution graphics to illustrate the micrometer and describe its components, functions, and practical applications.) Part A describes the program in terms of subject area (technical drawing, construction, measurement) and equipment requirements (Apple II and a Vernier Caliper), indicates its suitability for use as drill or tutorial in grades 9-12, and gives a time estimate (45 minutes). Availability information includes contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This program received yes ratings for subject matter, technical presentation, student and program interaction, and documentation; somewhat ratings were given for documentation and student evaluation. Strengths were good pace and effective use of graphics; reviewers noted that it does not provide the correct answer if students answer incorrectly. The program is recommended as a stand-alone or reinforcement tool. (SK)

ED 300 680 CE 051 425
Turner, Gordon And Others
Architectural Drafting. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—8 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Architectural Drafting, Building Trades, *Computer Software Reviews, *Courseware, *Engineering Drawing, High Schools, Instructional Material Evaluation, Trade and Industrial Education, *Vocabulary
This courseware evaluation rates the Architectural Drafting program developed by Goodheart and Wilcox. (The program–not contained in this document–is designed to help students understand technical words and read technical publications; a minimum of 240 vocabulary terms is included.) Part A describes the program in terms of subject area and hardware requirements (Apple II), indicates its suitability for use as drill and practice in grades 9-12, and gives a time estimate (5 minutes per lesson for 48 lessons). Accompanying material includes printed lists of terms. Availability information includes contact address and backup policy (one year free replacement). Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. Student interaction received a yes rating; subject matter, technical presentation, program interaction, and student evaluation were rated somewhat; and work behaviors received a no. Reviewers noted that the program helps students build drafting vocabulary, but it teaches only spelling, not word meanings, and it is hard to integrate. The program is not recommended. (SK)

ED 300 681 CE 051 426
Kaylor, Robert And Others
Electrical Principles and Wiring Review. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—15 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Courseware, *Electricity, *Electric Motors, High Schools, Instructional Material Evaluation, Review (Reexamination), *Test Items, Trade and Industrial Education
Identifiers—*Electrical Wiring
This courseware evaluation rates the Electrical Principles and Wiring Review program developed by Hobar Publications. (The program–not contained in this document–includes 400 test questions on basic electricity, grounding, transmission, measuring, and practical wiring practices.) Part A describes the program in terms of subject area and hardware requirements (Apple II, color monitor, and printer), indicates its suitability for use as drill and practice in grades 11-12, and gives a time estimate (30 minutes per section for 7 sections). Accompanying materials include a manual, student information sheet, and teacher answer key. Availability information includes contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. This program received yes ratings for technical presentation and student interaction; somewhat for subject matter, student evaluation, and documentation; and no for program interaction. Reviewers noted that the program gives teachers the ability to create a test from the file of questions, but that students may become bored and one computer per student is required. (SK)

ED 300 682 CE 051 427
Sommer, Sandra And Others
Concepts in Static Electricity. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—8 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Courseware, *Electricity, *Electronic Equipment, Electronics, Instructional Material Evaluation, Secondary Education, Trade and Industrial Education
Identifiers—*Electroscopes, Induction (Electronics)
This courseware evaluation rates the Concepts in Static Electricity program developed by Micro Learningware. (The program–not contained in this document–is a four-disk set covering the electroscope, charging by induction, grounding, and charging by conduction.) Part A describes the program in terms of subject area and hardware requirements (Apple II, color monitor), indicates its suitability for use as a tutorial in grades 7-12, and gives a time estimate (20-30 minutes per section). Availability information includes contact address and backup policy. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The program received yes ratings for subject matter, technical presentation, and documentation; and somewhat ratings for student and program interaction and student evaluation. Reviewers found the program too slow, narrow in scope, and outdated, although it may be used as a tutorial if a student misses a lesson. (SK)

ED 300 683 CE 051 428
Turner, Gordon And Others
Design Your Own Home. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—15 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Architectural Drafting, *Building Plans, *Computer Software Reviews, *Courseware, *Engineering Drawing, High Schools, *Housing, Instructional Material Evaluation, Structural Elements (Construction), Trade and Industrial Education
Identifiers—Computer Assisted Design
This courseware evaluation rates the Design Your Own Home program developed by Avant-Garde Publishing Company. (The program–not contained in this document–uses standard architectural scales and 126 shapes to allow creation of structural floor-

plans and sideviews.) Part A describes the program in terms of subject area and hardware requirements (Apple II, graphics pad, and joystick, paddle, or mouse), indicates its suitability for use in grades 11-12 for regular or gifted classes, and gives a time estimate (1-2 weeks). Accompanying materials include manual, student workbook, and teacher guide. Availability information includes preview policy (30 days), backup policy, and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. The program received yes ratings for student interaction, work behaviors, and application programs; and somewhat for subject matter, technical presentation, and documentation. A good introduction to computer-assisted design, the program takes patience to learn; it is difficult to set accurately scaled drawings and to print. The program is recommended as a supplement to existing courses. (SK)

ED 300 684 CE 051 429
Turner, Gordon And Others
Orthographic Projection. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—15 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Courseware, *Engineering Drawing, High Schools, Industrial Arts, Instructional Material Evaluation, *Orthographic Projection
This courseware evaluation rates the Orthographic Projection program developed by Hobar Publications. (The program–not contained in this document–uses computer graphics to present abstract visual concepts such as points, lines, and planes.) Part A describes the program in terms of subject area and hardware requirements (Apple II), indicates its suitability for use as drill or tutorial in grades 9-12, and gives a time estimate (20 minutes per project for 7 projects). Accompanying materials include student and teacher manuals. Availability information includes backup policy ($7.50 for replacement disk) and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. Yes ratings were given for subject matter and technical presentation; somewhat for student interaction and documentation; the other categories were not applicable. Reviewers found the program to be well done and a concise presentation. Weaknesses were some directions, overlapping of points or lines, and difficulty moving from one drawing to the next. The program is recommended for group instruction. (SK)

ED 300 685 CE 051 430
Turner, Gordon And Others
Hi-Res Electronic Design. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—May 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Courseware, *Diagrams, Drafting, *Electronics, *Engineering Graphics, High Schools, Instructional Material Evaluation, Trade and Industrial Education
This courseware evaluation rates the Hi-Res Electronic Design program developed by Avant-Garde Creations. (The program–not contained in this document–is designed to determine closure and area of a survey.) Part A describes the program in terms of subject area (schematic diagrams and symbols) and hardware requirements (Apple II, color monitor, data disk, and mouse, paddle, or joystick), indicates its suitability for use in grades 9-12, and gives a time estimate (45 minutes and up). Availability information includes backup and preview policy and contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. Yes ratings were given for subject matter, technical presentation, student interaction, and application programs; somewhat for documentation and work behaviors; program interaction and student evaluation were not applicable. Reviewers noted that the program uses graphics well to teach symbols and makes schematic diagrams easier, but that printing is difficult and documentation weak. The program is recommended as unique, but awkward to use. (SK)

ED 300 686 CE 051 431
Sommer, Sandra And Others
Reading Outside Micrometers. Courseware Evaluation for Vocational and Technical Education.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date—15 Jun 87
Note—9p.; For the basic evaluation form, see ED 244 058.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Graphics, *Computer Software Reviews, *Courseware, Engineering Drawing, High Schools, Instructional Material Evaluation, *Measurement Equipment, *Technical Mathematics, Trade and Industrial Education
Identifiers—*Micrometers
This courseware evaluation rates the Reading Outside Micrometers program developed by EMC Publishing Company. (The program–not contained in this document–uses high resolution graphics to illustrate the micrometer's components, functions, and practical applications.) Part A describes the program in terms of subject area and equipment requirements (Apple II and a micrometer), indicates its suitability for use as tutorial or drill for grades 9-12, and gives a time estimate (45 minutes). Availability information includes contact address. Part B contains the evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, and not applicable, with explanatory comments. Part C summarizes the evaluation. Subject matter, technical presentation, and student and program interaction received yes ratings; documentation somewhat; and student evaluation a no rating. Reviewers noted that the program is clearly presented at a good pace, but that it does not give correct answers to questions incorrectly answered and does not allow the teacher to change questions. The program is recommended as reinforcement. (SK)

CG

ED 300 687 CG 021 182
Garcia, Frank, Jr. Ybarra-Garcia, Melva
Strategies for Counseling Hispanics: Effects of Racial and Cultural Stereotypes. Revised Edition.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—Jan 88
Note—28p.
Pub Type— Guides - General (050) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Client Characteristics (Human Services), *Counseling Techniques, *Cultural Differences, *Hispanic Americans, *Racial Differences, *Stereotypes
This manual, written for counselors and educators at all levels of education, focuses on multicultural awareness and educational equity. It is intended to acquaint the reader with the difficulty of counseling Hispanics due to manifestations of cultural and racial stereotypes. It stresses the need to change the counseling techniques that have proven ineffective and to try new approaches in dealing with Hispanics and with other racial and cultural minorities. Chapter 1 asserts that counselors who serve a multicultural constituency need to familiarize themselves with the Hispanic community, and describes several manifestations of racial and cultural stereotypes. Chapter 2 presents a review of related literature, focusing on the Hispanic family, colonized people, Hispanic family values, the nuclear family, machismo, passive acceptance versus active mastery, cooperation and obligation, time orientation, and identity and the Hispanic movement. Chapter 3 gives guidelines for counseling Hispanics. It presents a minority identity development model which consists of five stages: (1) conformity; (2) dissonance; (3) resistance and immersion; (4) introspection; and (5) synergistic articulation and awareness. An extrapsychic model is also discussed. Nineteen strategies for counseling Hispanics are listed. References are included. (NB)

ED 300 688 CG 021 183
Walking Advisement: Program Description.
Byram Hills School District, Armonk, NY.
Pub Date—88
Note—36p.; Prepared at H.C. Crittenden Middle School.
Pub Type— Guides - General (050) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Elementary Education, *Group Discussion, *Middle Schools, Preadolescents, *School Activities, *School Guidance, *Teacher Student Relationship
The Walking Advisement program at Crittenden Middle School in Armonk, New York was started during the 1984-1985 school year. It was based on the work of Alfred Arth, a middle school specialist at the University of Wyoming. Essentially, the program attempts to expand the guidance function of the school by bringing faculty and students together to discuss a variety of issues of significance to both adolescents and the educators working with them. Through structured, small-group discussions, students and their teachers (advisors) explore issues relevant to middle school life. Discussions are limited in scope and time; 20 minutes is the usual allotment. Advisors function as discussion facilitators, focusing their groups on the essential elements of the topic. Originally launched as a pilot program with seven teachers, the Walking Advisement program currently serves all the students at the middle school. Renamed T.A.C. (Thoughts About Crittenden), the program is offered approximately two Fridays each month, before the first period of the day. Scripts serve as discussion guides and are distributed to advisors in advance of T.A.C. sessions. The assistant principal coordinates the program and serves as script writer. Faculty and student evaluations are conducted periodically during the school year; the program has met with support from teachers, students, and parents. This document contains a number of Walking Advisement discussion scripts. (Author)

ED 300 689 CG 021 184
Youth Suicide Prevention School Program for the Public Schools of Maryland.
Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.
Pub Date—87
Note—42p.
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, Elementary Secondary Education, Intervention, *Prevention, *Public Schools, *School Activities, State Departments of Education, *State Programs, *Suicide
Identifiers—*Adolescent Suicide, *Maryland
This document describes a program developed by Maryland's Youth Suicide Prevention School Program Committee in response to state legislation, and is intended to: (1) assist in increasing the awareness among school personnel and community leaders of the incidence of teenage suicide; (2) train school personnel in individual and schoolwide strategies for adolescent suicide awareness/prevention; (3) develop and implement school-based preventive programs and pilot programs; and (4) facilitate cooperative efforts to use community resources in the development and implementation of teenage suicide prevention programs. Included are a description of the design of the Youth Suicide Prevention Program, definitions of terms, a description of the Local Education Agency (LEA) Advisory Board, and a continuum of the program. The three program components of prevention, intervention, and postvention are presented in grid form showing the phases of implementation and their related goals, objectives, and strategies. Resources for the suicide prevention program are listed under the headings of model training programs for LEAs, model programs for K-12 life skills curriculum, model programs for student self-help programs, community referrals, audiovisual materials, speakers' bureau, recommended texts and references, and resource packet. Names, addresses, and telephone numbers of the

Youth Suicide Prevention School Program Committee are included. (NB)

ED 300 690 CG 021 185

Career Development: Proven Exemplary Educational Programs and Practices (A Collection from the National Diffusion Network).

Michigan State Board of Education, Lansing.

Pub Date—Jun 86

Note—41p.; Reprinted with permission from the National Diffusion Network's "Educational Programs That Work," 12th Edition; see ED 266 134.

Pub Type— Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Development, Directories, *Elementary Secondary Education, *Models, *Program Descriptions, School Districts

This directory contains descriptions of education programs in the area of career development that have been developed by individual school districts throughout the United States in response to their local needs and which have been validated as successful by the Joint Dissemination Review Panel of the United States Department of Education. The programs are available for adoption by other districts. Included are an alphabetical table of contents, an index of programs by category, and an index of programs by grade level(s) for which the programs have been validated. Program titles, descriptions, contact persons, and other relevant information are provided for a total of 36 programs in the categories of allied health occupations, alternative education, basic skills, behavior problems, career awareness, career development, career guidance, communication skills, competency based education, computer application occupations, daily living skills, diagnostic teaching, dropout prevention, emotional disturbance, environmental orientation, functional literacy, individualized learning, industrial arts, mathematics, multimedia program, nontraditional career options, problem solving, reading, remedial reading, school community programs, self-care skills, social studies, special education, special populations, staff development, and vocational education. (NB)

ED 300 691 CG 021 186

Tryon, Georgiana Shick

Relationship of Therapist Attitudes at Intake to Client Premature Termination.

Pub Date—Apr 88

Note—8p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Buffalo, NY, April 21-24, 1988).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Client Characteristics (Human Services), College Students, *Counseling Effectiveness, *Counselor Attitudes, *Counselor Client Relationship, Higher Education, Participant Satisfaction, *Self Evaluation (Individuals), *Termination of Treatment, *Therapists

Identifiers—*Premature Termination (Therapy)

Most research on premature termination from therapy has focused on client attitudes. This study examined therapists' attitudes toward their own behavior and toward their clients at intake in relation to premature termination. Premature termination was studied after different numbers of sessions to determine the relationship of therapist attitudes at intake to client premature termination at different phases of treatment. Six psychotherapy practicum trainee therapists served as therapists; 208 college students who sought help at a counseling center served as clients. After initial interviews, therapists completed the Therapist Personal Reaction Questionnaire (TPRQ), assessing therapist feelings toward the client and toward how well the therapist conducted the interview. Scores were analyzed relative to the premature termination of 64 clients, of whom 24 left after 1 session, 35 after 2-9 sessions, and 5 after 10 or more sessions. TPRQ responses indicated that therapists felt they had not understood or been as helpful to their premature terminating clients as to their normal terminating clients during the first session. Therapists felt particularly ineffective with clients who terminated prematurely after only one session. These findings highlight the importance of the initial interview to the course of treatment as assessed by the manner of client termination and number of sessions. (NB)

ED 300 692 CG 021 187

Hostetler, Joyce

Adolescents and Substance Abuse: An Overview. Adolescent Alcoholism: Recognizing, Intervening, and Treating Series No. 1.

Ohio State Univ., Columbus. Dept. of Family Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—87

Contract—240-83-0094

Note—31p.; For other guides in this series, see CG 021 188-193.

Available from—Department of Family Medicine, The Ohio State University, Columbus, OH 43210 ($5.00 each, set of seven, $25.00; audiocassette of series, $15.00; set of four videotapes keyed to guides, $165.00 half-inch tape, $225.00 three-quarter inch tape; all orders prepaid).

Pub Type— Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescent Development, Adolescents, *Alcoholism, *Diseases, Drinking, Models, *Physicians, *Substance Abuse, Units of Study

This document is one of seven publications contained in a series of materials for physicians on recognizing, intervening with, and treating adolescent alcoholism. The materials in this unit of study are intended to provide a framework for physicians' awareness, to present selected facts and information, to outline current thinking regarding factors involved in teenage alcoholism and substance abuse, and to explain models of alcoholism with emphasis on the disease model of alcoholism. It contains information that will enable the physician to: (1) advocate the importance of pursuing issues related to adolescent alcoholism; (2) describe the problem of teenage alcoholism in terms of prevalence and incidence; (3) explain factors which make dealing with teenage alcoholism difficult; (4) evaluate models regarding their development, evaluation, and efficacy in explaining alcoholism; (5) compare the natural history of alcoholism in adults and in adolescents; (6) define adolescence and list the adolescent's developmental tasks; (7) list factors which influence the adolescent's psychosocial development; and (8) discern in the family system which parameters do or do not contribute to problems of alcoholism and which factors do or do not contribute to regaining a good health status. (NB)

ED 300 693 CG 021 188

Fisher, Joseph V. Krol, Ronald A.

The Physician's Role in Prevention. Adolescent Alcoholism: Recognizing, Intervening, and Treating Series No. 2.

Ohio State Univ., Columbus. Dept. of Family Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—87

Contract—240-83-0094

Note—34p.; For other guides in this series, see CG 021 187-193.

Available from—Department of Family Medicine, The Ohio State University, Columbus, OH 43210 ($5.00 each, set of seven, $25.00; audiocassette of series, $15.00; set of four videotapes keyed to guides, $165.00 half-inch tape, $225.00 three-quarter inch tape; all orders prepaid).

Pub Type— Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Alcohol Abuse, *Alcoholism, *Physician Patient Relationship, *Physicians, *Prevention, Substance Abuse, Units of Study

Identifiers—*Physician Role

This document is one of seven publications contained in a series of materials for physicians on recognizing, intervening with, and treating adolescent alcoholism. The materials in this unit of study offer guidelines to help physicians make responsible and informed decisions about their roles with adolescent patients. Materials are presented which can help physicians to: (1) identify levels of prevention regarding use and abuse of alcohol and other substances; (2) describe fundamental steps which may be taken by physicians in addressing teenage alcoholism at each level of prevention; (3) demonstrate an understanding of the terms host, agent, and environment as they apply to the problem of teenage alcoholism; (4) discuss methods of prevention in terms of agents, hosts, and environment, given the level of prevention to be undertaken; (5) conceptualize the role to be taken personally in relationship to adolescent patients, given each level of participation; (6) clarify personal preventive activities in terms of the specific roles of advocate, educator, counselor, community change agent, and early case finder; (7) prepare a personal prevention program which identifies appropriate persons and agencies with whom to cooperate; and (8) demonstrate a thorough knowledge of local and regional consultative and referral sources for treatment of adolescents with chemical abuse problems. (NB)

ED 300 694 CG 021 189

Siegal, Harvey A. Fahey, Patrick J.

Recognition and Diagnosis. Adolescent Alcoholism: Recognizing, Intervening, and Treating Series No. 3.

Ohio State Univ., Columbus. Dept. of Family Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—87

Contract—240-83-0094

Note—30p.; For other guides in this series, see CG 021 187-193.

Available from—Department of Family Medicine, The Ohio State University, Columbus, OH 43210 ($5.00 each, set of seven, $25.00; audiocassette of series, $15.00; set of four videotapes keyed to guides, $165.00 half-inch tape, $225.00 three-quarter inch tape; all orders prepaid).

Pub Type— Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Alcoholism, *Clinical Diagnosis, Physician Patient Relationship, *Physicians, *Substance Abuse, Units of Study

This document is one of seven publications contained in a series of materials for physicians on recognizing, intervening with, and treating adolescent alcoholism. The goals of this unit of study are to provide an overview of the problem of of teenage alcoholism and substance abuse and to facilitate the diagnosis of adolescent alcoholism. The information provided is designed to help the physician develop a greater understanding of the progression of alcoholism and substance abuse and a sensitivity to the manifestations of teenage alcoholism and substance abuse seen in clinical practice. This unit of study will enable the physician to: (1) describe the model of alcohol and other substance abuse as a progression of events usually moving from experimentation to dysfunction; (2) differentiate behavioral and psychological patterns or traits associated with each level of the progression; (3) describe behavior patterns which would likely be exhibited by an adolescent harmfully involved with alcohol; (4) describe the use of medical interviewing techniques in the attainment of a substance abuse history; (5) list risk factors relevant to substance abuse and describe how physical examination and laboratory tests are used as part of the evaluation; (6) synthesize data to make an accurate diagnosis and an assessment of substance abuse; and (7) assess personal skills as related to a patient's level of substance involvement to determine appropriateness of providing care, consulting, or referring. (NB)

ED 300 695 CG 021 190

Singer, Mark I. Sedlacek, David A.

Intervention with the Dependent Adolescent. Adolescent Alcoholism: Recognizing, Intervening, and Treating Series No. 4.

Ohio State Univ., Columbus. Dept. of Family Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—87

Contract—240-83-0094

Note—20p.; For other guides in this series, see CG 021 187-193.

Available from—Department of Family Medicine, The Ohio State University, Columbus, OH 43210 ($5.00 each, set of seven, $25.00; audiocassette of series, $15.00; set of four videotapes keyed to guides, $165.00 half-inch tape, $225.00 three-quarter inch tape; all orders prepaid).

Pub Type— Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Alcoholism, *Clinical Diagnosis, Intervention, Physician Patient Relationship, *Physicians, Units of Study

This document is one of seven publications contained in a series of materials for physicians on recognizing, intervening with, and treating adolescent alcoholism. The materials in this unit of study are designed to familiarize the physician with the intervention process as it may be used in the treatment of adolescent alcoholics. Both the intervention process and associated issues related to physician decision-making and to communications between the physician and the patient and his/her family are presented. This unit of study will enable the physician to: (1) recognize common defenses used by alcoholics and the characteristics of each defense; (2) list emotional and behavioral patterns exhibited by patients which are associated with resisting treatment; (3) identify personal attitudes which can interfere with the treatment of the adolescent alcoholic; (4) decide on personal approaches regarding ethical issues of confidentiality necessary to facilitate therapy; (5) develop at least one approach to telling parents that their child has an alcohol-related problem and anticipate possible parental reactions; (6) determine the relationships between parental alcohol use and adolescent alcohol abuse; (7) explain the details of formal intervention; and (8) identify key issues in monitoring and following the alcoholic adolescent. (NB)

ED 300 696 CG 021 191

Sedlacek, David A.

The Physician's Role in Referral and Treatment. Adolescent Alcoholism: Recognizing, Intervening, and Treating Series No. 5.

Ohio State Univ., Columbus. Dept. of Family Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—87

Contract—240-83-0094

Note—28p.; For other guides in this series, see CG 021 187-193.

Available from—Department of Family Medicine, The Ohio State University, Columbus, OH 43210 ($5.00 each, set of seven, $25.00; audiocassette of series, $15.00; set of four videotapes keyed to guides, $165.00 half-inch tape, $225.00 three-quarter inch tape; all orders prepaid).

Pub Type— Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Alcoholism, *Clinical Diagnosis, *Family Problems, Physician Patient Relationship, Physicians, Substance Abuse, Units of Study

Identifiers—*Physician Role

This document is one of seven publications contained in a series of materials for physicians on recognizing, intervening with, and treating adolescent alcoholism. The materials in this unit of study are designed to make the physician aware of resources available for use when working with an adolescent alcoholic or substance abuser. The constraints faced by the physician as decisions are made are explored and physicians are urged to explore their own attitudes and beliefs and their affect on the decision-making process. This unit of study will enable the physician to: (1) describe the services available to assist the physician in the treatment of adolescent alcoholism and substance abuse; (2) identify the levels of treatment available for adolescent alcoholism; (3) list indicators for each level of treatment; (4) describe services available to families and how assistance can be given to the family in using appropriate services to meet their needs; (5) compare and contrast various issues involved in treatment decisions from the points of view of the adolescent, the family, and the physician; and (6) develop specific listings of services available in one's community to assist in the treatment of adolescent alcoholics and to provide support and guidance for the families of adolescent alcoholics. (NB)

ED 300 697 CG 021 192

Gougelet, Robert M. Nelson, E. Don

Alcohol and Other Chemicals. Adolescent Alcoholism: Recognizing, Intervening, and Treating Series No. 6.

Ohio State Univ., Columbus. Dept. of Family Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—87

Contract—240-83-0094

Note—30p.; For other guides in this series, see CG 021 187-193.

Available from—Department of Family Medicine, The Ohio State University, Columbus, OH 43210 ($5.00 each, set of seven, $25.00; audiocassette of series, $15.00; set of four videotapes keyed to guides, $165.00 half-inch tape, $225.00 three-quarter inch tape; all orders prepaid).

Pub Type— Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Alcoholism, *Clinical Diagnosis, *Drug Use, *Family Problems, Physician Patient Relationship, *Physicians, Substance Abuse, Units of Study

This document is one of seven publications contained in a series of materials for physicians on recognizing, intervening with, and treating adolescent alcoholism. The materials in this unit of study are designed to help the physician know the different classes of drugs, recognize common presenting symptoms of drug overdose, and place use and abuse in context. To do this, drug characteristics and pathophysiological and psychological effects of drugs are examined as they relate to administration, distribution, special concerns, drug-drug interactions, and tolerance. This unit of study will enable the physician to: (1) state the general principles of clinical pharmacology and pharmacokinetics as they relate to substance abuse; (2) describe the major neurophysiological effects of drugs belonging to the five major drug categories (sedatives, stimulants, narcotics, hallucinogens, and marijuana); (3) associate pathophysiological deleterious effects on systems other than the neurological system with the five major types of drugs; (4) indicate several factors which modify drug actions; (5) evaluate the additive, agonistic, and antagonistic interactions of drugs in combination with alcohol; (6) describe the common presenting symptoms of the five major drug groups in the acute/toxic, chronic, and withdrawal states; (7) list special concerns associated with each drug group; and (8) describe how, when, and where different classes of drugs are used. (NB)

ED 300 698 CG 021 193

Gabel, Lawrence L. Monk, John S.

Faculty Guide. Adolescent Alcoholism: Recognizing, Intervening, and Treating Series.

Ohio State Univ., Columbus. Dept. of Family Medicine.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.

Pub Date—87

Contract—240-83-0094

Note—18p.; For other guides in this series, see CG 021 187-192.

Available from—Department of Family Medicine, The Ohio State University, Columbus, OH 43210 ($5.00 each, set of seven, $25.00; audiocassette of series, $15.00; set of four videotapes keyed to guides, $165.00 half-inch tape, $225.00 three-quarter inch tape; all orders prepaid).

Pub Type— Guides - Classroom - Learner (051) — Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Alcoholism, *Clinical Diagnosis, *Family Problems, Physician Patient Relationship, *Physicians, Teaching Guides, Units of Study

This document is one of seven publications contained in a series of materials for physicians on recognizing, intervening with, and treating adolescent alcoholism. It contains the faculty guide which accompanies the six units of study in the series, and is meant to facilitate the use of the six units of study in a variety of settings and with a variety of learners. The guide includes an introduction and three major sections. The section on syllabus development explains seven basic elements of the syllabus (rationale, course goals, instructional strategies, learning resources, assessment and evaluation, major learning objectives, and major topic/subtopic outline) and lists the eight major goals of the Adolescent Alcoholism Series. An instructional settings section provides suggestions for using the units of study in different education settings, including individual study, seminars and small groups, and lectures. A section of video vignettes provides abstracts of the 13 videotaped scenarios which are part of the educational series and are referenced in the texts of units three, four, and five. (NB)

ED 300 699 CG 021 194

Youth At Risk: South Carolina's Search for Direction. Proceedings of a Forum (Columbia, South Carolina, March 23, 1988).

National Dropout Prevention Center, Clemson, SC.

Spons Agency—Wil Lou Gray Opportunity School Research and Training Center, Columbia, SC.

Pub Date—88

Note—37p.

Pub Type— Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agency Cooperation, *Dropout Prevention, Dropouts, Elementary Secondary Education, *High Risk Students, *Potential Dropouts, Public Schools, School Community Relationship

Identifiers—*South Carolina

This document presents the proceedings of a forum held to study the problem of at-risk students and dropouts in South Carolina and to bring together representatives from the state's public schools, institutions of higher education, business and industry, government agencies, community organizations, and private citizens in the hopes of encouraging a greater coordination of group efforts dealing with at-risk youth. Included are the program agenda, an executive summary of the proceedings, and summaries of presentations by Sam Drew, superintendent of Wil Lou Gray Opportunity School where the forum was held; Linda Shirley, South Carolina Network Coordinator at the National Dropout Prevention Center; Esther Ferguson, founder and co-chairman of the National Dropout Prevention Fund; and John V. Hamby, acting director of the National Dropout Prevention Center. Four panelist presentations are included: (1) "Contributing Factors" (Ira Barbell); (2) "Early Identification and Intervention" (Eleanor Duff); (3) "Alternatives" (Robert Watson); and (4) "Staff Development and Training" (James Fouche). Forum participants' small group work is summarized and additional comments from the forum are given. (NB)

ED 300 700 CG 021 195

Kotch, Jonathan B. And Others

Bureaucratic Abuse and the False Dichotomy between Intentional and Unintentional Child Injuries.

Pub Date—20 Oct 87

Note—33p.; Paper presented at the Annual Meeting of the American Public Health Association (115th, New Orleans, LA, October 18-22, 1987).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accidents, *Child Abuse, *Child Welfare, *Injuries, Models

This paper examines the arbitrary distinctions between intentional and unintentional child injuries, noting that a careful review of the literature of both child abuse and unintentional child injury revealed similarities among the risk factors associated with the two outcomes. A single, multifactor model of injury etiology, the ecologic model, is described, providing a framework for systematically comparing risk factors for abuse with those for unintentional injuries. The etiology of childhood injury is examined in an ecological context, making possible a unified approach to prevention of many kinds of intentional and unintentional child injuries. While the model is described as useful in bringing together research on child abuse and research on unintentional child injuries, it is noted that the social responses to abuse on the one hand and to unintentional injuries on the other remain very different. Individual, familial, social, and cultural factors in childhood injury are identified and the role of social support and social networks is explored. Because the ecological model postulates that life events, chronic stressors, and perceived stress immediately precede an injury event, whether intentional or unintentional, stress and life events are considered in the context of their universality in both types of injury. Implications for prevention and treatment are discussed, and a list of 109 references is appended. (Author/NB)

ED 300 701 CG 021 196

Tang, Thomas Li-Ping And Others

Top-, Middle-, and Lower-Management Attendance and Quality Circle Effectiveness.

Pub Date—13 Aug 88

Note—29p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrators, *Attendance, *Middle Management, *Program Effectiveness, *Quality Circles

A quality circle (QC) is a group of workers from the same work area who voluntarily meet on a regular basis to identify, analyze, and solve various work-related problems. While management support has been a variable frequently cited as critical to the success of QCs in organizations, very little research has empirically documented the relationship between management support and QC effectiveness. This study was conducted to examine the relationship between top-, middle-, and lower-management attendance and the effectiveness of QCs. The effectiveness of 47 QCs over a 3-year period was examined as a function of management attendance using the archival data of a QC program. The results showed that QCs with a high level of upper-management attendance had a higher attendance rate at QC meetings and had more QC members than had QCs with a low level of management attendance. QCs with a high level of middle-management attendance had attempted more QC projects and had a higher amount of cost savings than had QCs with a low level of management attendance. The effect of lower-management attendance on QC effectiveness was not significant. (Author/NB)

ED 300 702 CG 021 197
Tung, Thomas Li-Ping Tzeng, Jen Yann
Some Demographic Correlates of the Protestant Work Ethic.
Pub Date—Apr 88
Note—32p.; Portions of the paper were presented at the Annual Convention of the Southwestern Psychological Association (34th, Tulsa, OK, April 21-23, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Age Differences, *Beliefs, Demography, Employment Level, Marital Status, Political Affiliation, Sex Differences, *Trend Analysis, *Work Attitudes
Identifiers—*Protestant Work Ethic

Early Americans were credited with holding the Protestant work ethic, a set of work-related beliefs involving the traits of industriousness, individualism, ascetism, community involvement, and an overall valuing of work as the most worthwhile way to spend one's time. The American work ethic today is not the same as it was in early America. In order to examine whether the American work ethic today is undergoing a significant change, it is important to examine the major characteristics of individuals who endorse the Protestant work ethic. This study was conducted to investigate the relationships between the Protestant work ethic and some demographic variables in a sample of 689 subjects in the middle Tennessee area. Subjects completed a 25-page questionnaire which included the Mirels-Garrett Protestant Work Ethic Scale and items measuring selected demographic variables. The results revealed that Protestant work ethic endorsement was positively related to Republican Party identification and negatively related to age, educational level, employment status, annual income level, and marital status. A similar pattern of results was also found using one-way analyses of variance. (Author/NB)

ED 300 703 CG 021 198
Mei, Dolores M. And Others
Institute for Career Exploration (ICE) Program. Summer, 1987, End-Of-Year-Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Feb 88
Note—39p.; Prepared by the High School Evaluation Unit.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Exploration, Grade 9, Grade 10, *High Schools, Limited English Speaking, *School Orientation, Special Education, *Staff Development, Student Adjustment, Writing Improvement
Identifiers—Education Consolidation Improvement Act Chapter 1

The summer 1987 high school Institute for Career Exploration (ICE) Program was a theme-based instructional program for incoming 9th and 10th grade students who were eligible for services provided by chapter 1 of the Education Consolidation and Improvement Act, students with limited English proficiency, and special education students who recently entered high school. The ICE program primarily emphasized improving students' writing skills and exploring career possibilities, as well as helping students prepare for high school. During the 1987 program, 7,256 students attended classes at 35 sites. Eighty-four percent of the general education students for whom complete data were available improved from the pretest to the posttest, indicating that the program met one of its evaluation objectives. The other evaluation objective related to staff development training. Teachers were positive about on-site and centralized staff development activities, and over 80% believed that the sessions provided skill enhancement that would be transferable to instruction during the regular school year. This document presents an evaluation of the ICE program. Included in chapter I are discussions of the program background and structure, evaluation objectives, program evaluation, and the scope of this report. Chapter II discusses program implementation, focusing on staffing, site themes, student characteristics, staff development, and educational excursions. Student enrollment, attendance, and achievement are presented in chapter III and conclusions and recommendations are given in chapter IV. Program sites are listed in the appendix. (NB)

ED 300 704 CG 021 199
Mei, Dolores M. And Others
The Summer Leadership Program 1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Jul 88
Note—34p.; Prepared by the High School Evaluation Unit.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—High Schools, *High School Students, Parent Participation, *Parent Role, Program Implementation, *School Orientation, Student Participation, Summer Programs

The 1987 Summer Leadership Program was a new initiative of the Division of High Schools for all incoming high school students and their parents. In essence, the program served as an orientation to high school. Most schools organized 12 hours of activities, spread over a period of 2 to 4 days. The program was implemented at 108 New York City high schools, and schools were encouraged to develop programs tailored to their own specializations as well as to the needs and interests of incoming students. Visits by Office of Educational Assessment staff to 11 program sites indicated that Summer Leadership Program activities appeared to be successful and relevant to students' and parents' concerns. Analyses of participants' responses to questionnaires regarding the program indicated that the sessions provided a comprehensive overview of most school components. This document presents an evaluation of the Summer Leadership Program. Chapter I, Introduction, discusses the program background, evaluation objectives, program evaluation, and the scope of this report. Chapter II, Program Implementation, examine various aspects of the program, including the program structure, student participation level, parent participation, and program staff. Program activities are described and analyzed in chapter III. Chapter IV contains conclusions and recommendations. (NB)

ED 300 705 CG 021 200
Miller, Ronald C. And Others
Institutionalized Facilities Program, 1986-87. E.C.I.A. Chapter 1, Part B. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Nov 87
Note—42p.; Prepared by the O.E.A. Special Education Evaluation Unit.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Neglect, *Daily Living Skills, Delinquency, Elementary School Students, *Elementary Secondary Education, *Institutionalized Persons, *Job Skills, *Nontraditional Education, Secondary School Students
Identifiers—New York City Board of Education

The New York City Public Schools' Institutionalized Facilities Program, which provides after-school supplementary instruction in pre-vocational skills and activities of daily living for students residing for short or long terms in institutions for the neglected and delinquent, was evaluated for the 1986-87 school year. The purpose of this program is to prepare students to achieve a measure of independence and success once they leave the institution. Results of the evaluation indicated that the program exceeded its mandated goal that 80% of the students would master 80% of the objectives since 97.5% of the students mastered 80% of their objectives. A moderate relationship between number of sessions attended and number of skills mastered was also demonstrated. Goals were accomplished through the application of an individualized instructional approach. Instructional content ranged from basic self-care living skills to preparation for aptitude and competency tests. The bulk of instructional activities focused on conceptual and practical aspects of the working world: defining student vocational interests and capacities, exploring the requirements of different occupations, and practicing such skills as form completion, job applications and interviews, and work habits. The program continued to expand several activities which had shown exceptional success, such as field trips to various businesses, site visits by representatives of different occupations, job placement, and a computer literacy program. Program teachers and supervisors suggested further expanding students' contact with the work world. Teachers reported two factors that limited program effectiveness: lack of cooperaton and support from some agency staff, and variation in students' length of residency with a single institution. (ABL)

ED 300 706 CG 021 201
Haxx, Montfort O.
The Effects of Divorce on Adolescents: Potential Maladjustment and Therapeutic Implications.
Pub Date—Jun 88
Note—47p.; Doctoral Research Paper, Biola University, California.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), *Adolescents, *Age Differences, *Divorce, *Family Problems, *Sex Differences

This document presents a literature review concerning the relationship between family divorce and subsequent adolescent psychological maladjustment. This topic is specifically considered in terms of the relationship between parental divorce and adolescent's gender and age at time of divorce. Additionally, empirical studies are reviewed in terms of factors that contribute to and mitigate against pathology. Studies are also considered to determine potential areas for therapeutic intervention. A number of different factors that affect the specific expression of maladjustment are discussed, including the gender of the adolescent, which has been shown to affect the forms of acting out behavior. Other findings are presented which suggest that both boys and girls who experience parental divorce are at risk for academic difficulties, low self-esteem, and general psychological maladjustment; the relationship between the adolescent's age at time of divorce and subsequent pathology was not clear. Conclusions from the analysis are listed, including: (1) adolescents from divorced homes are at increased risk of pathology; (2) specific manifestations of pathology are dependent on a number of factors; (3) effects of a divorce during adolescence extends beyond that period; and (4) from a clinical perspective, adolescents from divorced homes must be evaluated on an individual basis to determine the specific effect that divorce has had on their life. (ABL)

ED 300 707 CG 021 202
Bissell, Barbara K. And Others
AIDS Prevention Education Project, Grades 4-8.
San Mateo County Office of Education, Redwood City, CA. Instructional Services Div.
Pub Date—Jul 87
Note—88p.
Available from—San Mateo County Office of Education/Instructional Services Division, 333 Main Street, Redwood City, CA 94063 ($8.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Acquired Immune Deficiency Syndrome, Elementary School Students, *Health Education, Intermediate Grades, Junior High Schools, *Prevention, Sex Education, Sexuality

A curriculum guide for an Acquired Immune Deficiency Syndrome (AIDS) prevention education program for grades 4-8 is presented in this document. The purpose of these materials is to serve as a resource to encourage and facilitate AIDS education in order to prevent the disease. It is recommended that this AIDS program be taught as part of the human growth and development curriculum and that AIDS be addressed as a health issue. Guidelines for direct and sensitive teaching in human sexuality which is necessary for AIDS education are provided. Civil rights issues surrounding AIDS and the economic impact of AIDS are described. These four objectives of the AIDS education program are presented with relevant teacher materials, work sheets, fact sheets, and activity descriptions: (1) individual responsibility for prevention; (2) basic information about communicable disease; (3) basic information about AIDS; and (4) reducing or eliminating risk of AIDS. Appendices include the education code relating to human sexuality education, AIDS surveillance reports, references and resources, audio-visual resources, and print materials. (ABL)

ED 300 708 CG 021 203
Burt, John R. Mueller, John R.
Self-Monitoring and the Looking Glass Self.
Pub Date—Aug 88
Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Discipline, Higher Education, Individual Development, *Parent Influence, Personality Traits, *Self Concept, *Self Esteem, *Self Evaluation (Individuals)
Identifiers—*Self Monitoring, *Symbolic Interactionism
Symbolic interactionists have proposed that one's self-concept is primarily affected by interactions with others to the extent and in the way one perceives those interactions. According to this perspective, an individual's global self-esteem is largely the result of subjective "reflected appraisals" of others' evaluations of him rather than their actual evaluations of him. This study hypothesizes that if the symbolic interactionist position is veridical, then high self-monitoring participants would be more attuned to the behavioral and emotional manifestations of parental discipline than are individuals low in self-monitoring. Participants (N=222) were college students who were asked to appraise their own self-esteem and their parents' disciplinary style as well as to complete Synder's Self-Monitoring scale. Results showed the self-esteem of college students to be inversely related to parental authoritarianism and directly related to parental authoritativeness. The strength of these relationships was much greater for high self-monitors than for low self-monitors. The results suggest that "looking glass" explanations for self-esteem may not have universal cogency, but may be far more germane to high self-monitors' self-esteem development than to that of low self-monitors. (ABL)

ED 300 709 CG 021 204
Clark, Ron
A Training Program to Reduce "Visitation Stress" in Single Parents and Their Latency Age Children.
Pub Date—88
Note—114p.; Ed.D. Practicum, Nova University.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adjustment (to Environment), Adolescents, Behavior Development, *Children, Counseling Objectives, Counseling Techniques, *Divorce, Elementary Education, Elementary School Students, Family Problems, *Group Counseling, Mothers, *One Parent Family, Stress Variables
Identifiers—*Noncustodial Parents, *Parent Visitation
This practicum was designed to decrease single parent and latency age child stress associated with child and noncustodial parent visitations, and to improve children's school behaviors. A 9-session, 12-week education and training program for single mothers (N=6) and their elementary school age children (N=15), designed to reduce stress by enhancing the children's visitations with their noncustodial parents, was conducted. Extensive homework assignments for all concentrated on coparenting, parent-child communication, reorganizing as a single-parent family, and goal setting. An evaluation of single parent stress and children's behavior was achieved through the administration of a pre/post single parent stress survey, a pre/post child behavior index completed by both teachers and parents, and a program evaluation completed by single parents. Results of the practicum were very positive, with single parent stress reduced by a mean of 21% and children's school behavior enhanced by a mean of 50%. Parent-child relationships were strengthened, the stress of noncustodial parent visitations was decreased, and single parent family reorganization following separation or divorce was enhanced. It is apparent that single parent families caught in the grip of visitation stress can be helped through a program of education and training. This stress reduction allows children to function better and to behave more appropriately in the classroom. (Author/ABL)

ED 300 710 CG 021 205
Smolucha, Francine
Synergistic Psychology: Toward a Synthesis of Psychoanalytic and Vygotskian Theories.
Pub Date—12 Jul 88
Note—16p.
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Theories, Biological Influences, Cognitive Processes, *Interpersonal Relationship, *Psychiatry, *Psychology
Identifiers—Metatheory, *Synergy, *Vygotsky (Lev S)
The goal of synergistic psychology is to synthesize different psychological theories into an explanation of how social, cognitive and biological factors interact in human behavior. Synergism refers to the mutually co-operating action of separate substances which taken together produce an effect greater than that of any component taken alone. The term "synergistic psychology" was suggested by Larry Smolucha in 1988 as a metatheory for synthesizing psychoanalytic and Vygotskian theories. The basic theoretical assumption in synergistic psychology is that internalized social interactions become higher mental functions that regulate lower biological functions. The resulting synthesis consists of six points: (1) Vygotskian theory can provide a means of formulating a developmental model of primary and secondary process thought; (2) adults act as mediators of infants' social-cognitive development; (3) internalized social interactions serve self-regulation; (4) imagination can mature into a consciously directed thought process that collaborates with logical thought in creative thinking; (5) there is a non-verbal, unconscious domain in human cognition; and (6) the internalization of social interactions results in the development of self-concept and world view. (Author)

ED 300 711 CG 021 206
Betts, Nicoletta C.
Neuro-Linguistic Programming: The New Eclectic Therapy.
Pub Date—May 88
Note—12p.; Paper presented at the Annual Spring Conference of the Ohio Association for Counseling and Development (Columbus, OH, May 15-16, 1988).
Pub Type— Reports - General (140) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Effectiveness, *Counseling Theories, *Psychotherapy
Identifiers—*Metatheory, *Neurolinguistic Programming
Richard Bandler and John Grinder developed neuro-linguisitc programming (NLP) after observing "the magical skills of potent psychotherapists" Frederick Perls, Virginia Satir, and Milton Erikson. They compiled the most effective techniques for building rapport, gathering data, and influencing change in psychotherapy, offering them only as an explicit set of tools which will help one to become a more effective therapist. Bandler and Grinder claim they are not theoreticians, but examinination of NLP's relationship to traditional theories of psychotherapy reveals that it is based on a well-constructed eclectic theory. Neuro-Linguistic Programming resembles work done three decades earlier by Dr. Eric Berne, who also wrote about "map and territory." Although Bandler and Grinder do not cite them, developers of transactional analysis (TA) and behavior therapy clearly set precedent for the methods of study and subsequent technical development of NLP. Neuro-Linguistic Programming is based on a highly structured, eclectic theory which combines analytic, humanistic, behavioral, and cognitive theories. The techniques of NLP are the combination and refinement of the most effective therapeutic interventions. (ABL)

ED 300 712 CG 021 207
Smith, Russell C.
Typology of Army Families: Coping Styles of Successful, Career Army Families.
Pub Date—Apr 88
Note—6p.; Paper presented at the Biennial Psychology in the Department of Defense Symposium (11th, Colorado Springs, CO, April 13-15, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Coping, Family Characteristics, *Family Health, Family Relationship, *Family Structure, *Military Personnel, *Well Being
Identifiers—*Army
The active duty Army has approximately 400,000 families who on a daily basis interact with the largest military system in the world. An all-pervasive culture unto itself, the Army affects the lives of each one of these people. This research was begun in order to look at the effects which this lifestyle has and how individuals and families structure their environment to cope with it. Coping styles of 18 healthy Army families were examined qualitatively. Healthy families were defined as those who were without overt clinical symptoms of pathology, who enjoyed military life, and who had chosen the military as a career. Data were gathered by means of intensive, unstructured interviews, and by administration of Moos's Family Environment Scale. Five distinctive healthy coping styles were identified and are perceived to be consonant with the lifestyle of military families. These family styles include: apathetic-independence; individual personal growth; expression-oriented; expressive-conflict; and structure-oriented. (ABL)

ED 300 713 CG 021 208
Tamura, Karin Ruth
The Psychological Impact on Incest on Its Victim: A Review of the Literature and Implications for Treatment.
Pub Date—May 89
Note—47p.; Doctoral Research Paper, Biola University, California.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Females, *Incest, *Psychological Characteristics, Psychological Patterns, Psychological Studies, Sexual Abuse, *Therapy, *Victims of Crime
The literature on incest was reviewed with specific emphasis on the psychological impact that the incestuous relationship has on the female victim. The goals of the review were to identify the psychological impact of incest as supported by clinical observations and empirical research and to review literature on intervention strategies. These symptoms of the psychological repercussions of incest are discussed: fear; depression and low self-esteem; guilt and self-blame; external locus of control and poor impulse control; lack of assertiveness; dissociative experiences; and psychosexual disturbances. Treatment studies are reviewed, and it is noted that empirical studies exploring effective treatment strategies for incest victims have failed to keep pace with treatment outcome findings. Family or group therapy and individual therapy studies are included. Treatment approaches are evaluated based on their effectiveness in addressing the symptoms identified in the impact literature. The review concludes that, although a number of studies investigating the impact of incest have linked the sexual activity to later maladaptive behavior, this link is not as clear or conclusive as researchers would like. It is noted that these conclusions are tentative at best due to the small and convenient samples used, as well as methodological limitations. Suggestions are made for future intervention strategies and further research on the psychological impact of incest. (ABL)

ED 300 714 CG 021 209
Innes, Christopher A.
Drug Use and Crime. Bureau of Justice Statistics Special Report.
Department of Justice, Washington, D.C. Bureau of

Justice Statistics.
Report No.—NCJ-111940
Pub Date—Jul 88
Note—13p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Correctional Institutions, Crime, *Drug Abuse, Drug Addiction, *Prisoners, *State Programs, *Trend Analysis

In 1974, 1979, and 1986, the Bureau of Justice Statistics sponsored surveys of nationally representative samples of inmates of state correctional facilities. Results from the 1986 Survey of Inmates of State Correctional Facilities which included 13,711 inmates, indicated that inmates reported high levels of drug use prior to the commission of the crime for which they were incarcerated. In the month before their current offense, 43% of state prison inmates were using illegal drugs on a daily or near daily basis; 19% were using a major drug on a daily basis. Many inmates began their use of drugs, particularly major drugs (heroin, methadone, cocaine, phencyclidine, or lysergic acid diethaylamide), after their criminal careers had already started. Almost 80% had used drugs at some time in their lives; 52% had used a major drug. White inmates and female inmates were somewhat more likely than others to have been regular users of major drugs. About 65% of inmates reported that they had never been regular users of a major drug, and an additional 21% began such regular use after their first arrest. The greater the offender's use of major drugs, the more prior convictions the inmate reported. Users of major drugs were substantially more likely than nonusers to report that they received income from illegal actiVities during the time they were last free. Twenty-eight percent of inmates reported a past drug dependency. Thirty percent reported that they had participated in a drug treatment program at some time. About one-half of the inmates who had participated in a program had received their most recent treatment while they were incarcerated. Seventeen tables illustrate the report's statistics. (ABL)

ED 300 715 CG 021 210
Age Discrimination: Quality of Enforcement. Hearing before the Select Committee on Aging, House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-656
Pub Date—28 Jan 88
Note—195p.; Portions contain small print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Age Discrimination, *Compliance (Legal), *Early Retirement, *Equal Opportunities (Jobs), Federal Regulation, Hearings, Law Enforcement, *Legal Responsibility, *Older Adults, Program Effectiveness
Identifiers—Congress 100th, *Equal Employment Opportunity Commission

The text of a Congressional hearing exploring whether there is validity to complaints that the Equal Employment Opportunity Commission (EEOC) is not adequately and effectively enforcing the protections of the Age Discrimination in Employment Act is presented in this document. The document begins with the opening statement of committee chairman Edward R. Roybal who discusses management problems at the EEOC as well as problems with enforcement, followed by Representative Claudine Schneider's statement. Prepared statements of Representatives Matthew J. Rinaldo, Don Bonker, Tommy F. Robinson, James McClure Clarke, Thomas J. Tauke, and Helen Delich Bentley are presented. Testimony of three panels of witnesses follow. The first panel consists of Charles E. McKeag II, former executive of Goodyear Tire and Rubber Company who describes a complaint he filed with the EEOC; Thomas J. Saltonstall, former director of the Boston area office of the EEOC who reviews Mr. McKeag's case and describes errors made by the EEOC representatives; and Helen Smolin, a former employee of the European American Bank who describes her forced retirement experience and her private lawsuit with the assistance of her attorney, Allen Lerner. The second panel consists of Burton D. Fretz, executive director of the National Senior Citizens Law Center who discusses his opinions about age discrimination; and Judith N. Brown, National Treasurer and member of the Board of Directors, American Association of Retired Persons, accompanied by Christopher G. MacKaronis and Michele Pollak, who focus on early retirement incentives and the EEOC's regulations interpreting pension accrual requirements of the Omnibus Reconciliation Act. The final panel consists of Clarence Thomas, Chairman of the EEOC, accompanied by Charles Shanor, General Counsel of the EEOC, who presents his appraisal of the EEOC's actions and what has been done to rectify the problem. (ABL)

ED 300 716 CG 021 211
Double Duty: Caring for Children and the Elderly. Hearing before the Select Committee on Children, Youth, and Families, House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Pub Date—3 May 88
Note—139p.; Portions contain small and/or light type.
Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adult Children, Caregivers, Children, *Family Caregivers, Family Problems, Hearings, *Older Adults, Parent Child Relationship
Identifiers—Congress 100th

This document presents the text of a Congressional hearing on the concerns of members of the baby boom generation who find themselves caring for both their elderly parents and their own children at home. After an opening statement by committee chairman Representative George Miller, these witnesses give testimony: (1) Patricia Brady, a stressed caregiver, Mahopac, New York; (2) Elaine M. Brody, Associate Director of Research, Philadelphia Geriatric Center, Philadelphia, Pennsylvania; (3) Dorothy Frances, Friendly Visitor, Retiree Service Department, International Ladies' Garment Workers Union, New York, New York; (4) Kenneth G. Johnson, Director, National Interfaith Volunteer Caregivers Program, and Adjunct Professor of Community Medicine, Mount Sinai School of Medicine, New York, New York; (5) Susan Kornblatt, member, Board of Directors, Family Survival Project, and gerontologist, University of California, San Francisco, California; (6) Nancy Lane, a stressed caregiver, Soddy Daisy, Tennessee; (7) James E. McEuen, a stressed caregiver, Bethesda, Maryland; (8) Al Nestor, Director, Franconia Family Therapy Center, Alexandria, Virginia; (9) J. Knox Singleton, Chairman, Volunteer Development Committee, Fairfax County Commission on Aging, Fairfax, Virginia; (10) Arleen Warnock, a stressed caregiver, Brooklyn, New York; and (11) Deborah Warnock, teenaged daughter of a caregiver, Brooklyn, New York. Prepared statements by these and other witnesses including Representative George C. Wortley, are provided. (ABL)

ED 300 717 CG 021 212
H.R. 1801, To Reauthorize the Juvenile Justice and Delinquency Prevention Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session (Des Moines, Iowa, December 4, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—88
Note—122p.; Serial No. 100-58. Portions contain small print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adolescents, *Delinquency, Federal Legislation, Hearings, *Justice, *Juvenile Courts
Identifiers—Congress 100th, *Juvenile Justice Delinquency Prevention Act 1974, Reauthorization Legislation

This document presents a hearing on the reauthorization of the Juvenile Justice and Delinquency Prevention Act, H.R. 1801. Opening statements are given by Representatives Dale E. Kildee and Thomas J. Tauke. The hearing was held in Iowa and all witnesses giving statements are from Iowa. Witnesses include: (1) Alan Allbee, juvenile court referee, First Judicial District Court, West Union; (2) Gil Cerveny, juvenile justice specialist, Iowa Commission on Children, Youth and Families, Des Moines; (3) Betty Jean Clark, State representative, Rockwell; (4) Allison Fleming, chair, State Advisory Group for Juvenile Justice, Des Moines, accompanied by Ron Stehl, Iowa Juvenile Justice Advisory Council, Des Moines; (5) Julia Gentleman, State senator from Iowa; (6) Garry Hammond, Hillcrest Family Service, Dubuque; (7) Patricia M. Hendrickson, chief juvenile court officer, Seventh Judicial District Court, Davenport; (8) Earl Kelly, executive director, Orchard Place, Des Moines; (9) Bill McCarty, Executive director, Youth Homes, Inc., Iowa City; (10) Dale Patch, president, Iowa State Policeman's Association, West Des Moines; and (11) Jim Swaim, director, United Action for Youth, Iowa City. Additional prepared statements and materials are included. (ABL)

ED 300 718 CG 021 213
Exploding the Myths: Caregiving in America. A Study by the Subcommittee on Human Services of the Select Committee on Aging, House of Representatives, Second Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-100-665
Pub Date—Aug 88
Note—79p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Caregivers, Disabilities, *Family (Sociological Unit), *Family Caregivers, *Family Relationship, Frail Elderly, Government Role, *Older Adults, Public Policy, Stress Variables, *Trend Analysis
Identifiers—*Long Term Care

The purpose of this Congressional study is to underscore the continuing contribution of the family in providing care to the frail and disabled elderly. This study has been developed to distill information that currently exists, to provide new data based on national estimates and to highlight both public and private sector initiatives targeted at caregiving. Informal caregiving is the first topic discussed. An historical perspective is provided, as well as current demographic, health, and social trends. Next characteristics of the caregivers themselves are described, including their gender, age, marital status, employment, economic status, health status, and living arrangements. The benefits and negative aspects of caregiving are described, including sources of stress and types of caregiver strain. The public sector response to informal caregiving is discussed. These topics are covered: status of current public policies; public sector support for informal caregivers, including service and financial strategies; and federal legislation, including the Older Americans Act Amendments of 1984 and the Respite Care Act of 1986. The private sector response is also described, including education and training, respite care, and employee benefit programs. The report concludes that family members, friends and neighbors have continued their long tradition as the principal source of long-term care assistance to impaired elderly persons, and these caregivers will continue to be essential in providing care to dependent elderly. (ABL)

ED 300 719 CG 021 214
McWilliams, Jettie M.
Assessing Work-Related Stress and Teaching Coping Strategies.
Pub Date—Feb 88
Note—16p.; Paper presented at the Annual Meeting of the California Association for Counseling and Development (San Francisco, CA, February 26-28, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Coping, *Professional Personnel, Regional Characteristics, Sex Differences, *Stress Variables, *Test Norms
Identifiers—*Job Stress

Stress is a common problem in today's society. Even though stress has been recognized as a problem in the workplace, the identification of specific

work-related stress producers, coping mechanisms, and symptoms has been somewhat neglected. The purpose of this study was to analyze levels and areas of stress in selected service professions and to establish norms of stress for these professions using the Tennessee Stress Scale-R (TSS-R), a work-related stress inventory for professionals. The TSS-R was administered to professionals (N=800) in education, medicine, government service, industry, business, and counseling. Results showed education professionals were significantly higher than business and government service professionals on producers and symptoms subscales. Females scored higher than males on producers and symptoms. There was a significant negative correlation between age and coping. The number of children a person had was negatively correlated with producers and copers. People with more children had lower scores on producers and copers subscales. Regional differences emerged with scores in the Western region of the country being significantly lower than scores in the East. (The TSS-R is included.) (Author/ABL)

ED 300 720 CG 021 215
Marsh, Herbert W. And Others
The Transition from Single-Sex to Coeducational High Schools: Teacher Perceptions, Academic Achievement, and Self-Concept.
Pub Date—24 Jul 88
Note—33p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Coeducation, Comparative Analysis, Foreign Countries, High Schools, High School Students, *Self Concept, Sex Differences, *Single Sex Schools, Teacher Evaluation, *Teacher Response, *Transitional Schools
Identifiers—*Australia
Particularly in the 1960s and 1970s it was frequently argued that coeducational (Coed) high schools provided a more natural social environment to prepare adolescents for adulthood than did single sex (SS) schools. Based on the assumed accuracy of this belief, SS schools are becoming infrequent or even nonexistent in most western societies. This investigation was designed to provide information about the effects of the transition from SS to Coed high schools. This 5-year longitudinal study examined the effects of the transition from SS to Coed high schools when a boys' high school and girls' high school were reorganized into two Coed high schools, involving approximately 2,250 students sometime during the period from 1982 through 1985. Students were compared on self-concept and academic achievement before, during, and after the transition, and detailed perceptions were also collected from teachers who taught at the schools before, during, and after the transition. For both boys and girls there was a clear increase in multidimensional self-concepts from the pre-transition to post-transition, despite a small decrease in self-concepts for students attending Coed classes during the transition year. Sex differences in specific areas of self-concept were unaffected by the transition. Across the 5 years of the study there were no significant differences in either mathematics or English achievement. Results suggest that the transition to Coed benefited both boys and girls in multiple dimensions of self-concept and that these benefits were not gained at the expense of academic achievement. (ABL)

ED 300 721 CG 021 216
Marsh, Herbert W.
Age and Sex Effects in Multiple Dimensions of Self-Concept: Preadolescence to Early-Adulthood.
Pub Date—10 Apr 88
Note—43p.; For a related paper, see ED 252 600.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescent Development, *Adolescents, *Age Differences, Foreign Countries, *Preadolescents, Secondary Education, Secondary School Students, *Self Concept, *Sex Differences, Young Adults
Identifiers—*Australia
The self-concept construct has been used to explain behaviors across a diverse array of situations, and the attainment of a positive self-concept has been posited as a desirable goal in developmental psychology. The purposes of this study were to examine age and sex effects in multiple dimensions of self-concept during the preadolescence to early-adult period and alternative operationalizations of the orthogenic principle positing self-concept to become differentiated with age. The investigation used 12,266 responses comprising the normative data for the three Self Description Questionnaire (SDQ) instruments designed to measure multiple dimensions of self-concept in preadolescence in early-adolescence, and in late-adolescence and early adulthood. Results showed responses to all three SDQ instruments were reliable and resulted in well-defined factor structures. Age effects were U-shaped, self-concept declining from early preadolescence to middle adolescence, and then increasing from middle-adolescence through early adulthood. Sex differences in specific areas of self-concept, those favoring girls and those favoring boys, were generally consistent with sex stereotypes and were relatively stable from preadolescence to early adulthood. There was little support for the increased differentiation of the multiple dimensions of self-concept beyond early preadolescence. (Four tables, 7 figures, and 66 references are included.) (Author/ABL)

ED 300 722 CG 021 217
Sierer, Timothy M. Winfield, Linda F.
The Concerns and Attitudes of Early Adolescent Middle School Students in Transition.
Pub Date—Apr 88
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Elementary Secondary Education, Grade 8, Grade 9, Intermediate Grades, *Middle Schools, *Private Schools, *Student Attitudes, Transitional Programs
Junior high schools have been blamed for failing to meet the needs of early adolescents. Proponents of the new middle school structure favored moving grade nine to the high school and moving grade five and or six from the elementary school to the new structural organization. The uniqueness of the middle school is in how the philosophy behind this structure gets translated into a more "student-centered" environment. This study sought to identify students' attitudes regarding their middle school experience. This research study was limited to 8th (N=192) and 9th (N=187) grade students in private schools regarding their self-reported concerns and attitudes with respect to their middle and high school experiences during the 1986-87 school year. This study shared similarities to one using public school students by Mitman (1981). In general it was found that those students achieving a higher grade point average exhibited a more positive attitude toward school. As was expected, it was also found that females were more positive in their attitudes toward school, while eighth graders showed a greater general dislike of school than did their ninth grade counterparts. Students felt that directions and goals were not clear and that teachers were not helping them to learn and understand or to take into account what they were interested in. Students were more confident, felt teachers were friendlier, but felt less like they were making good progress, and had a lower sense of self-efficacy than those in Mitman's study. The implications from this study indicate that the differences in private school norms, rules and regulations are likely to influence achievement outcomes, as well as serve as an added source of pressure. (ABL)

ED 300 723 CG 021 218
Trawick, LaVergne
Relationships among Cognitive-Motivational Processes and Academic Performance in Community College Students with a History of Academic Failure.
Pub Date—Apr 88
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Failure, *Attribution Theory, *Cognitive Processes, Expectation, *Motivation, Two Year Colleges, *Two Year College Students
This study targeted students with a history of academic failure to investigate the relationships among reported self-regulated learning strategies, attributional patterns, academic performance expectancies, and academic performance. Ninety-seven community college students, over 70% of whom were minority group members, completed self-report instruments measuring cognitive-motivational processes and academic performance. Students reported using many self-regulated learning strategies and had generally positive attributional patterns. In addition, the students expected to perform well in the course and did, in fact, accomplish course objectives, on average. There were significant positive correlations between self-regulated learning strategies and academic performance expectations and attributional patterns. No relationship was found between students' academic performance expectations and their subsequent academic performance. It was concluded that the students may benefit from learning ways to assess the relationship between their own efforts and academic outcomes, including how to engineer the outcomes of choice. (Author)

ED 300 724 CG 021 219
Stelmachers, Zigfrids T. Sherman, Robert E.
How Useful Are Suicide Risk Ratings?
Pub Date—Apr 88
Note—35p.; Paper presented at the Annual Meeting of the American Association of Suicidology (21st, Washington, DC, April 13-17, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Clinical Diagnosis, Evaluation Criteria, *Evaluation Methods, *High Risk Persons, Interrater Reliability, Prediction, *Rating Scales, *Suicide
The clinical usefulness of various empirically derived suicide potential rating scales has been questioned by several suicidologists. This study used actual case histories in an attempt to anchor suicide risk ratings. Thirty-three brief case histories of suicidal patients were given to 19 experienced crisis workers for seven-point ratings of short- and long-term suicide risk. The ratings revealed considerable variability, raising questions about the reliability of such global assessments of suicidality. The most consistently rated cases were selected to operationally define "mild," "moderate," and "high" risk, making each level anchored by several vignettes. It is hoped that these anchor points will lead to more uniform and comparable ratings among crisis workers. The correlation between short- and long-term risk ranged from near zero to as high as .82, demonstrating the need to rate both separately. Long-term risk was more difficult to rate, as demonstrated by a larger number of cases judged to be unrateable because of "insufficient information." The findings have implications for both practice and future research. (Summaries of the case histories are appended.) (Author/NB)

ED 300 725 CG 021 220
Cowan, Gerri A.
Skills Essential to the Role of Resident Hall Adviser.
Pub Date—80
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Housing, College Students, *Dormitories, Higher Education, *Job Skills, *Personnel Selection, *Resident Advisers, Role Perception, *Student Development
As the impact of residential living on the overall college experience is recognized, resident advisers must be human growth educators as well as facilitators of dormitory functions. This new role for resident advisers makes the task of staff selection more complex than it has been in the past. Personnel administrators must pay closer attention than ever before to those qualities deemed essential to the role of resident hall advisers. Many skills have been identified as essential to the role of resident hall adviser. Organizational skills and administrative abilities are needed for such tasks as moving students in and out of dormitories, making room and roommate assignment changes, and reporting maintenance needs. Resident advisers must be capable of facilitating situations and assuring that institutional rules and regulations are observed. They must be able to approach situations with assertiveness and handle problems hastily and discreetly. Other important skills are in communication and basic counseling techniques. Resident advisers must be able to clearly and concisely communicate policy and procedural matters. Resident advisers appear to succeed largely on the basis of their personal adjustment to living in a high-intensity living environment. Resident advisers must be trained in a

broad spectrum of abilities. Well-trained and skilled resident advisers can make a difference in the academic success of the student living in the dormitory. (Author/NB)

ED 300 726 CG 021 221
Youth and the Law: A Guide for Legislators.
Minnesota House of Representatives, St. Paul. Research Dept.
Pub Date—Aug 86
Note—66p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adolescents, Children, *Civil Rights, Definitions, Juvenile Courts, *Legal Problems, *State Legislation, *Youth Problems
Identifiers—Child Protection, *Minnesota
This document describes Minnesota statutes and cases that provide rights, responsibilities, and protections for young people different from those applicable to adults. It gives legislators an overview of all laws affecting young people, serving as a reference aid for current state policies toward youth. It is basically a state guide, including federal statutes and cases only in a few areas where they dictate state policy or where state policy has been closely linked with federal law for some other reason. A glossary of terms used throughout the guide is included. Part I describes the major statutory and case law that distinguishes provisions for youths from adults. These provisions are organized into the areas of economic regulations, education, family relations, health and social services, criminal law, and a miscellaneous section for other age provisions. Part II explains the courts and procedures that deal with youths and is divided into three sections: (1) Civil Adult Court, describing procedures applicable to minors who are parties or witnesses to civil lawsuits in adult court; (2) Criminal Adult Court, describing procedures applicable to minors who are involved in criminal cases in adult court as witnesses or parties, and explaining certain procedural protections pertaining to the care and custody of minors found to have committed criminal acts; and (3) Juvenile Court, describing the purposes and procedures of the juvenile court, the court most commonly used for hearing and decided cases involving criminal acts committed by minors, and cases involving children in need of protection or care by the state. (NB)

ED 300 727 CG 021 222
Jones, Randall M. Adams, Carol Markstrom
Ego-Identity and Substance Use Patterns among Anglo, Hispanic, and American Indian Adolescents.
Pub Date—Mar 88
Note—12p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 25-27, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, *Adolescents, *American Indians, Behavior Patterns, Comparative Analysis, Cultural Differences, Drinking, *Drug Use, *Hispanic Americans, Secondary Education, Secondary School Students, *Self Concept, Smoking, Whites
Jones and Hartmann (1988) investigated the relation between identity status and experimental substance use among adolescents in junior and senior high schools, identifying differences in substance use across four identity statuses for adolescents in general. This study was conducted to examine the generalizability of these differences across ethnic categories. The sample consisted of 14,173 7th through 12th graders, including 8,119 Anglos, 4,492 Hispanics, and 1,562 American Indians. For purposes of data analysis, a subsample was selected in which equal numbers of subjects of each ethnic group were represented in the four identity statuses (diffused, moratorium, achieved, foreclosed) and an unclassified status. The subsample included 512 Anglos, 478 Hispanics, and 495 American Indians. Subjects completed the Objective Measure of Ego-Identity Status and a questionnaire related to subjects' involvement with alcohol and various other kinds of drugs. The results revealed apparent ego-identity differences among the three ethnic groups in the larger sample which suggests that Hispanics and American Indians engage in less identity exploration than do Anglos. Ethnic differences continued to exist when identity statuses were viewed in relation to substance use patterns. American Indians had a higher percentage of having tried alcohol and drugs, while Hispanics and Anglos were similar in their lower substance use patterns. Future research might focus on the identity-substance abuse relation in addition to the identity-substance use relation examined here. (NB)

ED 300 728 CG 021 223
Rohrbeck, Cynthia A.
The Relationship between Gender and Job Satisfaction in High-School Students Employed Part-Time.
Pub Date—4 Apr 88
Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employee Attitudes, High Schools, *High School Students, *Job Satisfaction, *Part Time Employment, *Sex Differences, *Student Employment, Work Attitudes
A number of studies suggest that demographic characteristics may be related to individuals' satisfaction with their work. If gender does relate to job satisfaction, this relationship might be partly explained by a mediating effect of another set of variables—individuals' reasons for working. Because the effect of socialization on work attitudes is likely to develop during adolescence, this study tested the thesis that female and male adolescents would have different reasons for working at part-time jobs, and that these reasons may impact on their job satisfaction. Male (N=361) and female (N=508) high school students who worked at fast food restaurants completed a structured questionnaire assessing demographic characteristics, family background, educational attainment and goals, and attitudes about work and fast food jobs in particular. Subjects described their past jobs and present duties, reasons for working, satisfaction with their job, and skill development. At the bivariate level, gender was found to relate significantly, but to a small degree, to job satisfaction. It was also found that female adolescents were likely to work for different reasons than male adolescents. Females reported working to learn skills or gain work experience more than did males. The relationship between gender and job satisfaction disappeared after controlling for differences in the reason for working, suggesting that gender did not have a direct impact on job satisfaction. Reasons for working did not account for much of the variance in predicting job satisfaction. (Author/NB)

ED 300 729 CG 021 225
Dryfoos, Joy G.
Putting the Boys in the Picture: A Review of Programs To Promote Sexual Responsibility among Young Males.
Spons Agency—Carnegie Corp. of New York, N.Y.
Report No.—ISBN-0-941816-55-9
Pub Date—88
Note—107p.
Available from—Network Publications, P.O. Box 1830, Santa Cruz, CA 95601-1830.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adolescents, Contraception, *Early Parenthood, Males, *Pregnancy, *Prevention, Program Descriptions, *Responsibility, Role Perception, *Sexuality
This document focuses entirely on pregnancy prevention and young males. It begins with a brief review of current literature on male involvement from which many of the findings and program ideas reported in the document were compiled. A short essay on the self-reported life experiences of adolescent males is followed with statistical data on the social and economic status of adolescents in the United States. The research on the determinants of adolescent pregnancy (initiation of sexual activity, use of contraception, attitudes toward pregnancy, the experience of fatherhood) is reviewed from the point of view of understanding adolescent male roles. Programs directed toward males are discussed in the areas of sex education, decision making and life planning, parent involvement, teenage peer advocate programs, teenage theater, condom distribution, male outreach and media programs, family planning clinic-based programs, comprehensive health and social services, school-based clinics, youth agencies, programs that add on pregnancy prevention, and Acquired Immune Deficiency Syndrome prevention programs. Strategies of organizations promoting male involvement and their sources of financial support are summarized for the Planned Parenthood Federation of America, the American Public Health Association, the Center for Population Options, the National Urban League, the Ounce of Prevention Fund, and international programs. The final section presents preliminary recommendations directed toward enhancing the capacity and motivation for boys to become more sexually responsible. Priorities for action are included. (NB)

ED 300 730 CG 021 226
Hamill, Sharon Boland
The Family at Adolescence: The Coincidence of Parental Midlife Crisis and Children's Adolescence.
Pub Date—Mar 88
Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Adolescence (2nd, Alexandria, VA, March 25-27, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, Adolescents, *Adult Development, *Family Life, *Midlife Transitions, *Parent Child Relationship, *Parents, Secondary Education
This study examined the interrelationships between individual development and the family system by testing the hypothesis that variations in family relations during middle adolescence are associated with psychological and social aspects of adolescent development and with parental midlife development. Data were collected from 27 parent-adolescent triads (mothers, fathers, adolescents) through individually mailed questionnaires. Measures of adolescent development included psychosocial maturity and adult role behavior. Parental midlife development was assessed by marital quality and midlife transition scales. Measures of family dynamics included assessments of family adaptability/cohesion, and communication as reported by each member of the triad. All measures had demonstrated reliability and validity. The results indicated that adolescents' and parents' reports about the parent-adolescent relationship and family functioning corresponded to their own internal and behavioral development. For example, parents perceived less optimal family functioning as their adolescent assumed more behavioral, but not more psychological maturity. In addition, parents with higher midlife crisis scores reported lower parent-adolescent communication scores. The results highlight the utility of using the family systems approach to understand adolescent and adult development and parent-adolescent relationships. (Author)

ED 300 731 CG 021 227
Culp, Wayne L.
A Training Program To Increase Elementary, Middle School, and Ninth Grade Counselors' Confidence in Suicide Prevention and Suicide Crisis Intervention.
Pub Date—88
Note—78p.; Ed.D. Practicum, Nova University.
Pub Type— Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Competence, Counselor Role, *Counselor Training, *Crisis Intervention, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, High Risk Students, Practicums, *Prevention, *School Counselors, *Suicide, Workshops
A practicum was designed to train school counselors in recognizing the signs of suicide, assessing suicidal ideation, and managing a suicidal crisis. It was also designed to develop in counselors a more definitive idea of their role in a suicidal crisis. The primary goal was to increase counselors' confidence in their ability to assess and intervene appropriately in potential or actual suicidal crises. Six 2-hour workshops on depression, consultation, recognizing the signs of suicide, assessing suicidal ideation, managing a suicidal crisis, drugs and lethality, and legal issues were planned and developed. Three other workshops, designed to fill in any remaining gaps, were also designed, and an evaluation component was developed and administered to workshop participants. Participants were 12 school counselors from one school system who worked with students in elementary and middle schools or with ninth graders in the high school. Analysis of data following the workshops revealed that participants had a more definitive idea of their role in suicide intervention, and that they had increased confidence in their

ability to recognize the signs of suicide, to assess suicidal ideation, and to manage a suicidal crisis following workshop participation. All of the counselors attending the workshops indicated that the program had professional value to them and that they would like more programs of this nature. (Author/NB)

ED 300 732 CG 021 228
Woeppel, Patrice
Improving Client Census and Client Retention in an Outpatient Drug Free Treatment Program for Juveniles.
Pub Date—88
Note—75p.; Ed.D. Practicum, Nova University.
Pub Type— Reports - Research (143) — Dissertations/Theses - Practicum Papers (043)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adolescents, Alcohol Abuse, Children, *Counseling Techniques, *Drug Rehabilitation, *Drug Use, *Prevention, Substance Abuse, *Youth Programs

In 6 years of operation, the outpatient drug free treatment program at a comprehensive youth serving agency in a mid-sized northeastern city had never performed to the funder's satisfaction, had received substantial cuts in grant awards each year, and was in danger of further budget cuts. An administrative intervention was designed to improve performance in the poorly functioning extant program. The goal of the intervention was to improve the quality and quantity of services delivered in the program, as measured by improved client retention and increased client census. Professional staff were hired, clinical training and regular clinical supervision were provided, after clear lines of authority and accountability were instituted. Recruitment of clients became a counseling staff responsibility. Length of time in program for each client was measured. Admissions, discharges, and total census were aggregated and monitored each month. Program census improved from 38% to 81% of program capacity during the life of the intervention, almost meeting the intervention objective of 85%. Client retention reached 42% during the 3 months of the project, somewhat short of the 50% goal but a significant increase over past performance. Another objective of the intervention, to develop a library of state-of-the-art materials was not achieved. Substantial planning to coordinate efforts between two agency units responsible for different aspects of implementing the intervention project was discarded after the end of the project, putting the treatment program under one unit. (Author/NB)

ED 300 733 CG 021 229
Reschly, Daniel J. And Others
The 1986 NASP Survey: Comparison of Practitioners, NASP Leadership, and University Faculty on Key Issues.
Pub Date—Apr 87
Note—101p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Faculty, *Continuing Education, *Credentials, *Demography, Elementary Secondary Education, Higher Education, *Job Satisfaction, Learning Disabilities, *School Psychologists

National Association of School Psychologists (NASP) practitioner members (N=600), all recent members of the NASP leadership (N=139), and college faculty (N=166) responded to surveys on a variety of topics and issues including current demographic information, NASP priorities, credentialing, job satisfaction, issues related to learning disabilities and the mildly handicapped, evaluation of training and continuing education needs, and an assessment procedures survey. Demographic results indicated that practitioner school psychologists were increasingly women, had a median age of 38 years, and had at least the specialist degree or the equivalent. Most are employed by public schools. The NASP leadership sample was more evenly divided between men and women, was slightly older than the practitioners, had more years of experience, and was more likely to hold a doctoral degree. The college faculty sample was older, about 75% male, and had a higher salary often supplemented with private practice or consulting income. Both the practitioner and the leadership samples strongly supported the current NASP position concerning nondoctoral credentialing. Concerning items pertaining to issues in learning disabilities and appropriate programs for low achieving and mildly handicapped individuals, the leadership sample was slightly more critical of current practices than were other samples, and more committed to development of alternative delivery systems. Responses from practitioners and faculty on training and continuing education needs revealed needs to improve in the areas of neuropsychology, interventions in regular education for students with behavioral or emotional problems, and regular education interventions for students with learning problems. (Author/NB)

ED 300 734 CG 021 230
Report to Congress and the White House on the Nature and Effectiveness of Federal, State, and Local Drug Prevention/Education Programs.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.; Department of Health and Human Services, Washington, D.C.
Pub Date—Oct 87
Note—235p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adolescents, Children, *Community Programs, *Drug Education, Elementary Secondary Education, *Federal Programs, Government Role, Prevention, *Program Effectiveness, *School Activities, *State Programs, Substance Abuse

This document contains an executive summary and a six-part report presenting findings from a series of small studies assessing the research on school-based drug prevention programs and surveying federal, state, and local school district prevention activities. It focuses on prevention, or education, activities directed toward school-age youth between the ages of 5 and 18. Part 1 presents research findings on the nature and effectiveness of school-based prevention programs and describes current prevention activities at the federal, state, and local levels. Part 2, An Assessment of the Research on School-based Prevention Programs, considers research on a variety of prevention programs, exploring the types of programs available and what is and is not known about their effectiveness. It presents a typology organizing prevention programs according to the various levels of influence that may increase or decrease the probability that youth will use illegal substances; describes each prevention strategy and the available data concerning its effectiveness; discusses the problems that limit the effectiveness of most prevention programs; and presents short- and long-term recommendations for program selection, implementation, development, and research. Part 3, A Summary of Federal Drug Abuse Education and Prevention Programs for Youth, summarizes federal agency activities, including brief descriptions of all major programs reported. Part 4 looks at prevention activities of state education agencies, part 5 examines prevention activities of state alcohol and drug abuse agencies, and part 6 focuses on prevention activities of local school districts. (NB)

ED 300 735 CG 021 231
McNees, Penny A.
Child Advocacy: Today's Answer for Child Abuse Prevention.
Pub Date—Mar 87
Note—53p.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bibliotherapy, *Child Abuse, *Child Advocacy, History, *Prevention, *Sexual Abuse, *Victims of Crime

This document examines the sociological, psychological, and biological aspects of child abuse. It provides definitions of child abuse and historical perspectives of child abuse, the juvenile court system, and child sexual abuse. The psychology of the victim and of the offender is discussed, bibliotherapy is presented as one way of helping children who are victims of abuse to acquire coping behaviors, and multiple personality is described as one response to abuse. The section on biological aspects of child abuse looks at the theory of evolution, cultural evolution, and acts of commission and omission. It discusses methods of collecting medical evidence of abuse and explains the use of the colposcope and dye in obtaining evidence. Child advocacy is explained and the role of a child advocate is described. The purpose of a child advocacy center is discussed, programs that might be initiated at such a center are suggested, and the effects a center might have on the community are considered. Guidelines for establishing a child advocacy center are given, with suggestions for the board of directors, the interdisciplinary team, the staff, and the facility itself. Cost of operations is discussed and data collection for comprehensive evaluation is explained. (NB)

ED 300 736 CG 021 232
Steward, Robbie J.
Black/White Women in Groups: Some Suggestions for Minority-Sensitive Group Services Programming on Predominantly White University Campuses.
Pub Date—85
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, *Client Characteristics (Human Services), College Students, *Counseling Techniques, Females, *Group Therapy, Higher Education, *Racial Differences, Use Studies, Whites

Research has consistently shown black clients to attend sessions less regularly and to completely drop out of treatment more often than their white counterparts. This study compared use of group, presenting concerns, reactions to other group members, and the service utilization patterns of group members in one all black and one all white women's therapy groups. Group members were female university students participating in either the black (N=7) or the white (N=12) therapy groups. Groups met once a week for 90 minutes and were observed over a 4-month period by a counselor serving as co-leader for both groups. Attendance, problems presented, and group activities were monitored. The results revealed that most black subjects had had no prior contact with the use of psychological services; all white subjects had had prior contact with such services. Black subjects had low and sporadic attendance at sessions; white subjects had high and consistent attendance. White subjects expressed anger less often than did black subjects, and responded more slowly and less often to those members who did express anger. White subjects focused on family or origin; blacks focused on present struggles. There was more similarity among white subjects and greater diversity among black subjects in terms of racial identity levels, socioeconomic backgrounds, past experiences, and values and attitudes. These findings have implications for programming. (NB)

ED 300 737 CG 021 233
Allen, Mary J. And Others
Severity and Gender Effects on Ratings of Sexual Harassment.
Pub Date—1 May 88
Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988). For related document, see CG 021 234.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, College Students, Higher Education, *Sex Differences, *Sexual Harassment, *Student Attitudes, *Teacher Behavior, *Teacher Student Relationship

Sexual harassment of college students by college faculty is not an uncommon occurrence and may influence women's career decisions to enter male-dominated professions. Attitudes about sexual harassment of college students by professors were examined among 84 male and 84 female college students. Each student was shown one of six scenarios based on three professor-student interactions that varied in harassment severity and gender of harasser and victim. Subjects were then asked to judge the appropriateness of the professor's behavior on a five-point scale from appropriate to extremely inappropriate. The students were also asked whether the professor's behavior should be reported. A factorial analysis of variance was conducted to assess the effects of gender of student, gender of victim, and level of harassment severity on perceived appropriateness. A main effect was found for level of harassment severity and for gender of student. Students' recommendations to report the professor's behavior were significantly related to manipulated severity and to rated severity, but not to gender of the rater or the victim. More serious acts of harassment were rated as more inappropriate and more deserving of being reported. Women rated behaviors as more inappropriate than did men. (Author/NB)

ED 300 738 CG 021 234
Allen, Mary J. And Others

Influences on Proposed Punishment for Sexual Harassment.
Pub Date—28 Apr 88
Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988). For related document, CG 021 233.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, College Students, Higher Education, *Sex Differences, *Sexual Harassment, *Student Attitudes, *Teacher Behavior, *Teacher Discipline, Teacher Student Relationship

Because sexual harassment by faculty can deter college women from entering male-dominated fields, college administrators face the serious task of determining effective policies to deal with such harassment. This study was conducted to examine students' ratings of appropriate punishment for male professors who harass female students. The effects of gender and behavior on suggested punishment for sexual harassment of female students by male faculty members were examined for a wide range of behaviors. Male (N=96) and female (N=106) college students completed a questionnaire which briefly described 25 situations which might occur between a male professor and one of his current female students, both within and outside the classroom. All nine recognized categories of sexual harassment and six innocuous items of appropriate student-instructor interactions were included. Subjects rated the appropriate discipline for sexual harassment for each item with punishment ratings on a seven-point scale ranging from no punishment to filing criminal charges. A two-way analysis of variance revealed significant main effects and an interaction, with each p .005. Pair-wise post hoc comparisons allowed for the isolation of clusters of acts deserving similar punishments and revealed significant sex differences on 13 of the 20 harassing behaviors, especially among items describing more moderate levels of harassment. Male students were significantly less punitive overall than were female students. (Author/NB)

ED 300 739 CG 021 235
Pulliams, Preston
The Emerging Role of Community College Counseling.
Pub Date—Mar 88
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, *Counselor Role, *Nontraditional Students, *School Counseling, *Student Needs, Two Year Colleges, Two Year College Students

The changing characteristics of students attending community colleges and the decline in financial support for community colleges have redefined the role of counseling in the community college. In the 1950s and 1960s, counselors served an "in loco parentis" role, providing personal counseling, vocational guidance, and social support for the traditional community college student population. In the 1970s and 1980s, ethnic minorities, older women, part-time students, and displaced workers began enrolling in community colleges. To meet the needs of these new students, community colleges are reinstating testing and placement, dismissal and probation policies, general education requirements, and select admissions programs. The emerging role of counseling involves helping students to complete their academic objectives; the reduction of student attrition is a priority. Counselors must perform the roles of student developers and learning agents. As student developers, counselors must communicate to students the importance of skill building and other academic requirements and help them understand the value of their academic endeavors. As learning agents, counselors must assist, manage, and encourage students to build a pattern of success. Crucial characteristics that community college counselors need to be successful include a strong sense of professional mission, rapport, and empathy. Community college counselors must serve as student advocates and promote strategies for increasing minority student retention. The increase in nontraditional students coupled with a decrease in resources forces counselors to take more cost effective approaches to their counseling. (NB)

ED 300 740 CG 021 236
Healey, Catherine B.
Linking Intergenerational Need, Knowledge, and Service.
Pub Date—Apr 87
Note—11p.; Paper presented at the Annual Meeting of the Southern Gerontological Society (8th, New Orleans, LA, April 13-16, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Caregivers, *Counseling Services, *Family Caregivers, *Family Relationship, Home Programs, *Hotlines (Public), Needs Assessment, *Older Adults, Social Support Groups

Research in the 1970s proved that the notion that elderly persons are being neglected by their families is a myth. This study evaluated the LINKS (Linking Intergenerational Needs, Knowledge and Services) project, a telephone support and counseling service which provides educational information, counseling, and information on existing resources and services to all callers of any age concerning an older adult. Information was collected which describes and summarizes observations on persons utilizing the LINKS program. Results showed 62% of the calls were made by family members, 26% by the elderly themselves, and only 3% by service providers. The majority of family caregivers (69%) were found to be between the ages of 40 and 70, with 8% being older than 70 years, usually the aging spouse or sibling. Family members, usually females, were providing the care. A profile of the person about whom the calls were made indicated that 75% were over 55 years of age and 64% were over 60 years of age. Problems fell into four large categories: physical health, social services, housing relocation, and counseling for mental or psychological problems. The greatest percentage of problems (31%) related to housing or inability to maintain independent life arrangements. The greatest need identified was for affordable in-home care so that people could remain independent in their own homes. This research reconfirmed earlier research on the relationship of the elderly and their families. It also supports the concern over affordable in-home care. (ABL)

ED 300 741 CG 021 237
Tangney, June Price
Proneness to Shame, Proneness to Guilt, and Empathic Responsiveness.
Pub Date—Aug 87
Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987). For related document, see CG 021 238.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Patterns, College Students, *Empathy, Higher Education, *Interpersonal Relationship, Moral Development
Identifiers—*Guilt, *Shame

The affective experiences of empathy, shame, and guilt have been identified as those most relevant to the development of moral motivation and moral behavior. It has been postulated that these cognitive/affective experiences serve to motivate moral and altruistic social behavior, while inhibiting the expression of aggressive, antisocial impulses. These studies examined the relationships of empathic responsiveness, shame, and proneness to guilt. Study 1 included 100 undergraduates, the majority from a west-coast university; study 2 included 98 undergraduates, the majority from an east coast university. Subjects completed the Self-Conscious Affect and Attribution Inventory and the Feshbach and Lipian Empathy Scale for Adults. Results showed proneness to shame was generally negatively correlated with empathy in both studies. In contrast there was a moderate positive relationship between proneness to guilt and empathy in Study 1, and a negligible relationship between guilt and empathy in Study 2. The general pattern of results was quite similar across male and female subsamples. These results add a new dimension to the ugliness of shame, and they suggest that guilt may not be that bad after all, at least in the interpersonal domain. The ultimate test of the apparent dynamics among shame, guilt, and empthy, however, will be in studies of people's actual behavior–comparisons of the interpersonal behavior in real life situations of shame-prone and guilt-prone persons. (ABL)

ED 300 742 CG 021 238
Tangney, June Price And Others
Assessing Individual Differences in Proneness to Shame and Guilt: Development of the Self-Conscious Affect and Attribution Inventory.
Pub Date—Apr 88
Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Buffalo NY, April 21-24, 1988). For related document, see CG 021 237.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attribution Theory, *Behavior Patterns, College Students, Higher Education, Individual Differences, *Interpersonal Relationship, Moral Development, *Test Validity
Identifiers—*Guilt, Self Conscious Affective Attribution Inventory, *Shame

Psychologists and laymen alike often use the terms "shame" and "guilt" interchangeably. Guilt is an affective state most often associated with a focus on some past behaviors which the subject finds inconsistent with a set of internalized standards which are often, but not necessarily moral in nature. Shame involves less of a focus on specific behaviors and more of a focus on the entire self. A new measure for assessing individual differences in proneness to shame and guilt for adults, the Self-Conscious Affect and Attribution Inventory (SCAAI) was evaluated. Subjects (N=100) were undergraduate students who completed the Revised Shame-Guilt Scale by Hoblitzelle, the Mosher Forced Choice Guilt Inventory by Mosher, and the SCAAI. Results suggested that the SCAAI yields related, but functionally distinct, indices of proneness to shame and proneness to guilt. The SCAAI subscales demonstrated reliability, as indicated by analyses the subscales' internal consistency. The pattern of relations among SCAAI subscales, as well as their relationship to extant measures of shame and guilt, lends strong support for the validity of this measure. These results provide encouragement for researchers interested in addressing a wide range of issues related to individual differences in moral affective style. (ABL)

ED 300 743 CG 021 239
Mosser, John W., Ed.
The Handbook for the Career Development Cooperative Education and Internship Program.
Kalamazoo Coll., MI. Career Development Center.
Pub Date—Aug 87
Note—94p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Career Development, *College Students, Cooperative Education, Higher Education, *Internship Programs, Job Applicants, *Job Search Methods, Letters (Correspondence), On the Job Training, *Resumes (Personal), Student Experience
Identifiers—Kalamazoo College MI

Strategies for finding a job internship, especially those particular to Kalamazoo College, are described in this handbook. After an introduction discussing the benefits of a liberal arts education, the benefits to employers and students of cooperative education and internships are discussed. Details of Kalamazoo College's internship program are described. Strategies for assessing one's accomplishments, skills, strengths, values, and interests are included to assist students in assessing work and experience goals. Job search strategies and how to build an information network are discussed. Application and acceptance guidelines for internship positions are discussed. Resumes and cover letters are described in detail, including key words to be used, preparation and duplication tips, and tips for creating effective cover letters and other job search correspondence. Sample resumes and letters are included. Telephone and in-person interviewing techniques are described. Advice on finding housing while on the job is given. Advice for interns newly on the job is provided in the areas of dress, promptness, rules, attitude, attendance, respecting the time of others, dependability, resentment, communications, discrimination and sexual harassment, and leaving a bad situation. Tips are given on dealing with work assignments, evaluating one's own progress, and getting to know the area. The usefulness of finding a mentor on the job is discussed. (ABL)

ED 300 744 CG 021 240
Mosser, John W.
Perceptions of Preparedness of NIU Students for On-Campus Interviewing and the Factors Identified as Significant in Their Preparation. An Evaluative Research Study.

Northern Illinois Univ., DeKalb. Career Planning and Placement Center.
Pub Date—Feb 85
Note—72p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Planning, *College Students, *Employment Interviews, Higher Education, *Job Applicants, Program Evaluation, Resumes (Personal), *Student Attitudes, *Student Personnel Services

Preparation for employment beyond the academic training colleges provide is an area of essential skills most students need to develop. This study sought to determine student perceptions of the factors that were significant in their preparation for on-campus interviews and of the helpfulness of the Northern Illinois University's Career Planning and Placement Center (CPPC) services they received. Student subjects (N=46) who were selected by recruiting organizations to interview filled out a questionnaire assessing background data, career preparation services used, preparedness for interviewing, and suggestions for improving placement center services. Results implied the following: (1) students who had used CPPC felt it had a positive effect on their feeling of preparedness for interviewing; (2) resume workshops were perceived as helpful, but students may not have been able to apply the concepts taught; (3) the CPPC interviewing techniques workshop was perceived as an effective aid; (4) counseling by CPPC appeared to be responsive to student needs; (5) students using five or more CPPC services appeared to feel better prepared for interviews than those who did not; (6) no association between grade point average and level of CPPC use was found; (7) students with at least one previous on-campus interview appeared to perceive themselves as better prepared because of the experience gained; and (8) factors other than direct services of CPPC appeared to influence students' perceptions of preparation for interviews. (The questionnaire is appended.) (ABL)

ED 300 745 CG 021 241
Emerson, Roger W.
Assured Guidance and Counseling Services.
Pub Date—Sep 87
Note—10p.; Paper presented at the Annual Meeting of the National Association of College Admission Counselors (43rd, Seattle, WA, September 29-October 2, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Career Guidance, Counseling Services, Guidance Centers, High School Students, Junior High School Students, *School Counseling, Secondary Education

The assured guidance and counseling services that are provided to the students of the Spokane, Washington School District are based on identified needs, with a building plan established that carries out services to all students. For seventh and eighth graders opportunities are provided for personal and career counseling; support groups; student progress reports; assistance to all students in registration for classes; and a personal, academic interview for every student. The assured services program provides high school students the opportunity for personalized services to students and/or parents during the school year. Services for ninth graders include implementation of a 4-year plan and a career planning folder. Services for 10th graders include reviewing and updating the educational plan and coordinating the California Occupational Preference Survey. Services for 11th graders include reviewing and updating the educational plan, and reviewing options available for future planning. For 12th grade students graduation status is reviewed, information about post-high school options is given and evaluation of college and employment information is provided. High school career centers are part of the program. Vocational and college information is included in these centers which also include computers with career search information. The High School and Beyond Planning Guide for Students and Parents is mailed to all incoming eighth graders and their parents. A program, "Choosing Your Future," is given to all juniors. The College Vocational Guide is distributed to all seniors. (ABL)

ED 300 746 CG 021 242
Mosser, John W. And Others
Co-Mentoring: A Career Development Alternative to the Conventional Mentoring Relationship.
Pub Date—May 87
Note—31p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Interpersonal Relationship, *Interprofessional Relationship, *Mentors, Modeling (Psychology), *Peer Relationship

Definitions of exactly what and who constitutes a mentor are almost as numerous as the writers who have researched the subject. Being a mentor may mean being a counselor, host, guide, teacher, developer of skills and intellect, and exemplar. Co-mentoring can offer a valuable alternative to conventional mentoring relationships that are either unavailable or inappropriate for some individuals. Co-mentoring is an intense mutual mentoring relationship that is common among peers but transcends age, rank, and organizational level boundaries. A seven-step model for establishing a co-mentor relationship includes these steps: (1) values clarification; (2) analysis of personal contributions to the relationship; (3) analysis of expectations; (4) information-gathering; (5) establishment of guidelines for selection; (6) choice of co-mentor; and (7) initiation of relationship. Within the context of mutual interaction, co-mentoring relationships can provide the intense, on-going personal and professional support key to a successful mentoring relationship. (ABL)

ED 300 747 CG 021 243
Meld, Andrea
Space, Place, and Age: Designing for the Elderly.
Pub Date—30 Apr 88
Note—19p.; Paper presented at the Annual Meeting of the Western Psychological Association (68th, Burlingame, CA, April 28-May 1, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Employee Attitudes, *Environmental Influences, Environmental Research, *Interior Space, Nursing Homes, *Older Adults, *Physical Environment, *Test Validity
Identifiers—*Physical Environment Perception Scale

The effects of the objective physical features of the treatment environment on the well-being of elderly have previously been studied. This type of research continues to contribute to standards of quality for nursing homes, congregate housing, and health-care facilities. However, the perceived qualities of the environment may also be a key element in patient well-being and satisfaction, as well as staff morale. An instrument has been developed to measure these perceptual variables, the Physical Environment Perception Scale (PEP), a 7-point, 48-item semantic differential scale. The PEP asks both patients and staff members to rate the facility based on their perceptions of environmental attributes such as spaciousness, color and lighting, maintenance, organization, style and aesthetics, and mood or affect. The PEP was administered to nine patients and six staff members of an adult day treatment center. Results showed that, overall, patients tended to rate the physical environment more favorably than did staff members. This may represent a genuine difference in perception of the physical environment or expectations, or it may reflect the patients' reluctance to be critical of the program. Staff members may have a greater awareness of environmental problems. Results of the study also indicated a high level of internal consistency for the 48 items. The PEP proved to be feasible to administer to elderly, non-cognitively impaired patients and quick and easy for staff members to complete and return. (ABL)

ED 300 748 CG 021 244
Testa, Maria N. Major, Brenda
Affective and Behavioral Consequences of Social Comparison.
Pub Date—Apr 88
Note—14p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Buffalo, NY, April 21-24, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, *Behavior, College Students, Higher Education, *Individual Differences, Locus of Control
Identifiers—*Social Comparison, *Social Comparison Theory

Considerable attention in recent years has focused on the consequences of social comparisons and has suggested that learning that one's outcomes or abilities compare unfavorably to others' is an unpleasant, if not painful experience. Indeed, upward comparisons have been shown to result in negative affect, loss of self-esteem, stress symptoms, and frustration with one's outcomes. Downward comparisons have been purported to result in positive affective consequences. Seven variables appear to moderate the effects of comparisons: dependent measures used; degree of self-esteem threat; the point in the coping process in which comparisons occur; justifiability of outcome; attribute importance; similarity of comparison; and perceived control. In this study of perceived control the affective consequences of upward and downward social comparisons were examined. College students who failed a test were led to believe that it was either possible or impossible to improve performance on a subsequent test. They were then exposed to either an upward or downward social comparison. Participants exposed to upward comparison information who believed they could not improve their performance experienced greater depressive affect and greater hostility than all others. Results suggest that exposure to upward comparison is affectively and behaviorally debilitating only when perceived control is low. Examining the impact of moderating variables appears to be a fruitful approach to studying social comparisons and one that should be continued. (ABL)

ED 300 749 CG 021 245
Bylsma, Wayne H. And Others
Comparing Gender Differences in Entitlement at Work and in Relationships.
Pub Date—Apr 88
Note—9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Buffalo, NY, April 21-24, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Employees, Employment, Higher Education, *Interpersonal Relationship, Salary Wage Differentials, *Sex Differences, *Work Attitudes
Identifiers—*Entitlement

Equity theory proposes that outcome distributions are perceived as fair when the ratio of one's own outcomes (e.g., pay) to inputs (e.g., work) is equivalent to that of a comparison other. Research on reward allocations and reward satisfaction, however, suggests that females' behavior frequently does not conform to equity theory predictions. Given the task of allocating outcomes between self and a coworker, women tend to allocate less reward to self and more to a coworker than do men with equivalent inputs. This study examined equity sensitivity. Subjects (N=313) were undergraduates who were administered two instruments designed to measure equity sensitivity in work and relationships. Women scored significantly less entitled, or more benevolent, than did men in work and relationships. Sex differences were much larger for work contexts than relationships. Women's orientations were similar across the work and relationships domains, whereas men exhibited significantly more entitled preferences for work than relationships. One explanation for this may be that role demands of relationships are more similar for men and women than role demands of work organizations. Or it may be that men and women want similar things from relationships but different things from their work. This interaction may reflect differences in women's and men's status at work as compared to relationships. (ABL)

ED 300 750 CG 021 246
Iowa Guidance Surveys. The Dropout-Fiscal Year 1987. The Graduate-One Year after Fiscal Year 1986.
Iowa State Dept. of Education, Des Moines.
Pub Date—Apr 88
Note—67p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Dropout Rate, Dropout Research, *Dropouts, *Graduate Surveys, High Schools, *High School Students, *Outcomes of Education, Vocational Followup

This document provides statistical data about dropouts and graduates of the Iowa public schools, presented in the form of tables and graphs. Much of the data is presented in enrollment categories based on size of the school population and merged areas. These tables and graphs are included: (1) fiscal 1987

secondary school dropout rates by enrollment categories and merged areas; (2) dropouts by gender in enrollment categories and merged areas; (3) grade distribution of dropouts by enrollment categories; (4) percentage of total enrollment versus percentage of total dropout population compared by enrollment categories; (5) percentage of total enrollment versus percentage of total dropout population compared by merged areas; (6) dropout information by county; (7) an 18-year composite for fiscal years 1970-1987 of dropouts by grade; (8) graduate follow-up totals for the state for 1986 showing type of post-high school education or type of employment or other occupation, also compared by enrollment categories and merged areas; and (9) an 18-year composite for fiscal years 1969-1986 for status of graduates. (ABL)

ED 300 751 CG 021 247
Ringwalt, Chris
Student Athletes and Non-Athletes: Do Their Use of and Beliefs about Alcohol and Other Drugs Differ? Special Research Report.
North Carolina State Dept. of Public Instruction, Raleigh. Alcohol and Drug Defense Program.
Pub Date—88
Note—7p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletes, *Drinking, *Drug Abuse, Grade 11, Grade 12, High Schools, *High School Students, *Smoking, *Student Attitudes

This study examined differences in the use of and beliefs about drugs, by high school athletes and non-athletes. Data for the study were derived from a representative sample of 10,259 7th through 12th grade students in North Carolina conducted in the spring of 1987. Data reported in the study were limited to 11th and 12th grade students, who are most likely to engage in organized athletics. Of these two grades, 3,328 were student athletes. Results showed student athletes' use of and beliefs about substances were in general more like those of non-athletes than they were different. Athletes' lifetime and 30-day use of marijuana, cocaine, and hallucinogens were the same as that of non-athletes. Athletes' and non-athletes' beliefs about the risks of using five of the seven substances about which they were asked were also similar. However, athletes were less likely to smoke cigarettes than non-athletes. Athletes' use of smokeless tobacco exceeded that of non-athletes. While athletes were no more likely than non-athletes to use alcohol or get drunk over the course of their lifetime, they were significantly more likely to do both over the 30 days prior to the survey. It is also of concern that both athletes and non-athletes gave by far the lowest risk ratings to the two items relating to alcohol use. These results appear to shatter the illusion that, relative to non-athletes, athletes are avoiding alcohol, drugs, and tobacco. (ABL)

ED 300 752 CG 021 248
Kaminsky, Sarah Chrisler, Joan C.
Personality Correlates of People Who Have Attempted Suicide and Those Who Have Seriously Considered It.
Pub Date—Apr 88
Note—23p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Buffalo, NY, April 21-24, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Depression (Psychology), Higher Education, *Personality Traits, *Self Esteem, *Suicide

Depression and low self-esteem are commonly considered to be at the root of suicidal ideation. Previous research has examined the correlations between a lack of purpose in life and depression, low self-esteem, substance abuse and suicidal thoughts. This study investigated personality differences among student groups who have attempted suicide. Subjects (N=114) were college students who responded to questionnaires about depression, peer relations, self-acceptance, and hostility. Nineteen subjects reported attempting suicide at least once; 45 subjects reported having seriously considered suicide; and 50 subjects reported never having considered it. Even though they may have been years away from the suicide attempt, those who had attempted suicide had significantly lower self-acceptance than the other groups, and those who had considered suicide were significantly lower in self-acceptance than those who had never considered it. Those who had attempted suicide were significantly more depressed than those who had neither attempted nor considered suicide. Results suggest that a depressive personality may be as likely to cause suicide as a depressive episode. It is concluded that cognitive therapy may be helpful for these people as a preventive measure to avoid future attempts. (Author/ABL)

ED 300 753 CG 021 249
Kalodner, Cynthia R. DeLucia, Janice L.
Alcohol and Anxiety: Research and Implications for Prevention and Treatment.
Pub Date—Mar 88
Note—6p.; Paper presented at the Annual Meeting of the American College Personnel Association (Miami, FL, March 20-23, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Abuse, *Anxiety, *Behavior Theories, *College Students, Drinking, Higher Education, Prevention, Sex Differences, *Validity
Identifiers—*Tension Reduction Theory

Alcohol abuse is a widespread problem on university campuses. A theoretical explanation of alcohol abuse is the Tension Reduction Theory (TRT), which predicts that alcohol reduces tension and that alcohol is consumed because of its tension-reducing effects. This study examined the validity of this theory. College students (N=81) completed the Khavari Alcohol Test and the Trait scale of the State-Trait Anxiety Inventory. Results indicated that high anxiety students drank significantly more alcohol than did low anxiety students when a comprehensive measure of alcohol consumption was used. Frequency of alcohol consumpton did not appear to differentiate between high and low anxiety groups. No interaction between gender and anxiety was found; there were no significant interactions on the alcohol use measure. The TRT provides an explanation that seems to work equally well for both genders. The results imply that self-reported anxiety levels may provide a useful screening device to identify problem drinkers. Alcohol education/intervention programs may be designed specifically for these students. (ABL)

ED 300 754 CG 021 250
Shapiro, Dan And Others
Variability of Self-Reports of Physical and Emotional Well-Being.
Pub Date—Apr 88
Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Buffalo, NY, April 21-24, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Eating Habits, Food, *Physical Health, *Psychological Patterns, *Well Being
Identifiers—Moods, Self Report Measures

This study was part of a larger study which examined the association of such factors as mood, presence of physical symptoms, consumption of drugs and alcohol, exercise, weight-to-height ratio, number of hours of sleep, and social context on the type and amount of foods eaten at three meals each day for a sample of normal adults. This study focused primarily on the variability of subjects' reports of their physical and emotional well-being for each meal and the association of these variables with subjects' self-reported eating habits. Subjects (N=28), ranging in age from 20-72 years, responded to advertisements and flyers for the study. Subjects first completed an interview during which procedures were explained and subjects completed a demographic and health/diet history questionnaire. For the next 28 days, subjects recorded on a specially prepared, fixed-response questionnaire, everything they ate at breakfast, lunch, and dinner within an hour after the meal. At the same time subjects also completed two statements assessing their general physical and emotional state. Subjects also indicated any of 12 physical symptoms, such as nausea or headache, they might have experienced before the meal. At the end of the day subjects recorded all snack foods they had eaten and completed summary statements about their impressions of the day. Results failed to show any very strong relationships among the various reports of physical symptoms and moods and subjects' assessment of how much they ate during each day. Subjects' reports of their physical symptoms and feelings were correlated with the variability in the amount of food they reported eating as well as their weight-to-height ratio. This suggests that variables that might be expected to influence patterns of eating may have their effects not on actual amount eaten, but rather on how much the meal pattern changes over time. Future analyses will focus on particular patterns of variability in the eating patterns of heavier individuals as well as the influence of physical symptoms and mood on the choice and intake of specific foods daring each meal. (ABL)

ED 300 755 CG 021 252
Machell, David F.
A Psychological Rationale in Support of the Alcoholics Anonymous' Concept of Fellowship.
Pub Date—88
Note—37p.
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcoholism, *Counseling Theories, Group Counseling, *Group Unity, *Interpersonal Relationship
Identifiers—*Alcoholics Anonymous

This article creates a strong theoretical rationale in support of the concept of fellowship, the cornerstone healing influence of Alcoholic Anonymous (AA). It reviews the literature which supports the Alcoholic Anonymous' concept of fellowship or client perceived belongingness. It provides a strong rationale for the establishment of new AA-oriented programs which can be used to convince regulatory agencies of the worth of these programs. It provides information supporting the AA premise that feelings of belongingness are a significant factor in consideration of good mental health and psychological treatment outcome. This provides a common ground of agreement between the AA community and the psychological/psychiatric community. This article is divided into four subsections: (1) literature related to personality theory; (2) literature related to group psychotherapy; (3) literature related to alcoholism pathology; and (4) literature related to alcoholism psychological treatment. References are included. (ABL)

ED 300 756 CG 021 253
Der-Karabetian, Aghop And Others
Parental Anti-Nuclear Activism and Children's Response to the Nuclear Threat.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Activism, Adolescents, Children, *Dissent, Family (Sociological Unit), Family Influence, *Family Relationship, *Nuclear Warfare, *Parent Attitudes, Parent Child Relationship, Political Attitudes, Social Action

Since the onset of the nuclear age in 1945, the world has lived with the constant threat of nuclear war and its devastating consequences for all of humanity. While such a threat has led some to "psychic numbing" it has led others to action. Research on how children were being affected by the threat of nuclear war began in the early 1960s. This study explored the impact of parental anti-nuclear activism on children and adolescents with respect to psychic numbing using a post-test only equivalent control group design. The samples included 23 anti-nuclear activist families with 20 fathers, 23 mothers, 17 children (8-12 years), and 15 adolescents (13-19). There were 26 non-activist families with 11 fathers, 20 mothers, 15 children, and 15 adolescents. Separate structured survey questionnaires were prepared for the parents, children and adolescents with somewhat overlapping content, dealing with awareness of the nuclear threat, activism, and the future. The results affirmed the greater awareness of the nuclear threat among activist families which was not totally absent among non-activists. Parents' activism and awareness was reflected well in the children (8-12 years). However, adolescence seemed to be a time when psychic numbing began to appear irrespective of parental activism. Activism as an adaptive coping mechanism and the need for creative intervention to prevent psychic numbing among adolescents are discussed. (Author/ABL)

CS

ED 300 757 CS 009 342
Combating Illiteracy among the Elderly: A Cost-Effective Strategy. Final Project Report.
National Council on the Aging, Inc., Washington, D.C.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—Jun 87
Grant—G008440476
Note—80p.; For related documents, see ED 286 000-002.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Illiteracy, *Literacy Education, *Older Adults, Peer Teaching, Program Descriptions, Program Implementation, Tutoring, Volunteers
Identifiers—*Literacy Campaigns
This final report of the Literacy Education for the Elderly Project (LEEP) provides a description and the results of the project designed to target literacy education to the older adult. The strategy of the two-year program, established in 27 sites nationwide, was to: (1) link the local level aging services network with the volunteer adult literacy network; (2) recruit and train older adults as volunteer literacy tutors and peer supports; (3) deliver literacy education to older adults in sites such as senior centers, nutrition sites, senior housing, and churches; and (4) provide administrators, literacy tutors and trainers with materials on how to organize a literacy program to address the special learning needs of the elderly. Appendixes include a list of project advisory committee members, a list of demonstration sites, case studies of sites, a follow-up survey, and reproductions of articles from various periodicals describing the program. (RS)

ED 300 758 CS 009 347
Davis, Donna G.
Seventh Grade Required Reading Pilot Evaluation. Appendices. Evaluation Department Report Nos. 487 and 487A.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
Pub Date—2 Feb 88
Note—57p.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Grade 7, Junior High Schools, Parent Attitudes, *Pilot Projects, Program Attitudes, Program Effectiveness, *Program Evaluation, Reading Achievement, Reading Improvement, *Reading Programs, *Remedial Reading, Student Attitudes, Teacher Attitudes
Identifiers—*San Diego Unified School District CA
To obtain perceptions of student growth in reading, this evaluation report assessed the first-year implementation of a seventh grade reading pilot program at Bell, Correia, Standley, and Wilson schools in the San Diego Unified School District. The pilot program addressed the reading needs of seventh grade students achieving two or more years below grade level, and offered semester reading classes in the fall and spring of the 1986-87 school year to these students. Evaluation consisted of fall, winter, and spring Gates-MacGinitie reading test scores, California Test of Basic Skills (CTBS) reading scores, classroom observations, site interviews of teachers and students, and telephone surveys of parents. Fourteen teachers and 409 students participated in the program (39 students were in the special education program, and were excluded from this report). Interviews were conducted with nine teachers and 52 students during January and April 1987. Pretest and posttest data were available for 250 students on the Gates-MacGinitie reading tests and 184 of the 250 on CTBS. Findings showed significant increases from pretest to posttest scores on comprehension for the Gates-MacGinitie. CTBS scores showed no significant difference between semester and year treatment on vocabulary, comprehension, or total reading. Teachers indicated positive attitudes towards the reading series, "New Directions in Reading." Students indicated that they felt they were making progress in reading. (Eighteen tables of data are included, and appendixes consist of student interview results and the required reading pilot evaluation.) (MM)

ED 300 759 CS 009 362
Silvey, Anita
I Have Come Home To Tell You the Truth.
Pub Date—10 Nov 88
Note—19p.; Keynote address presented at the Fall Language Arts Conference (Bloomington, IN, November 10, 1988).
Available from—Horn Book Magazine, 31 St. James Ave., Boston, MA 02116 (free).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Childrens Literature, Elementary Education, Language Arts, *Reading Aloud to Others, Reading Instruction, *Reading Material Selection
This keynote speech reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Ten qualities which are important in selecting books to read aloud to children are outlined in the speech. They include: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. A list of the speaker's 25 favorite books for kindergarten through grade 8 is included. (MM)

ED 300 760 CS 009 365
Batchelor, Ervin S. And Others
The Effects of Lateral Preference and Orthographic Structure on Reading Comprehension.
Pub Date—Aug 88
Note—38p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Brain Hemisphere Functions, Higher Education, *Reading Comprehension, Reading Research, Recall (Psychology)
Identifiers—*Lateral Preference, *Orthographic Structure, Spatial Discrimination
Three experiments examined the comprehension effects of manipulating the spatial configuration of prose materials with readers who differed in lateral preference. In each investigation, adult readers of normal verbal facility who differed in their lateral preference patterns were presented with prose passages which varied orthographically. Thirty undergraduates were the subjects of the first experiment; 32 undergraduates participated in the second experiment; and 30 undergraduates participated in the third experiment. Subjects responded to free recall and restricted response measures. In general, the results showed that although lateral preference groups did not differ in short term memory or verbal facility, subjects with less consistently right patterns of lateral preference recalled fewer idea units. It was also found that shortened segments of text lines facilitated comprehension and recall for less consistently lateralized readers while having less effect on subjects with consistent patterns of lateralization. (Two figures and three tables of data are included, and 39 references are attached. (Author/SR)

ED 300 761 CS 009 366
Thompson, Richard A.
Prioritizing Reading Consultants' Roles in Central Florida.
Pub Date—Oct 88
Note—11p.; Paper presented at the Annual Meeting of the Florida Council of the International Reading Association (Orlando, FL, October 12-15, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Administrator Role, Elementary Education, Inservice Teacher Education, Instructional Development, Needs Assessment, *Reading Consultants, *Reading Instruction, Reading Research, *Reading Teachers
Identifiers—*Florida
What reading consultants do varies considerably from person to person as there is variability in the role each reading consultant perceives as his or her responsibility. To assist reading consultants in prioritizing their roles to meet their constituents' needs, 113 elementary teachers enrolled in graduate reading classes at the University of Central Florida were asked their opinions concerning the roles and functions of reading consultants and/or supervisors. Teachers were given a five-part semantic differential rating scale and asked to rate 30 activities individually according to how strongly they felt the reading consultant would be aiding them in their teaching by providing expert assistance. For purpose of analysis, the 30 separate activities were grouped into three categories: (1) functions of the specialist concerned with direct classroom instructional assistance; (2) activities of an inservice training nature; and (3) the consultant in the role of administrator. Analysis revealed that there were two clusters regarding functions and activities of the reading specialist: prime functions and secondary functions. Some of the prime functions included: be available to teachers for conferences and direct assistance; help teachers adapt their materials and procedures to prescriptive teaching; and conduct inservice workshops. Some of the secondary functions included: assist teachers in developing classroom reading centers; serve as a resource person to teachers for teaching materials; and coordinate the development of a system-wide curriculum guide. (Three tables of data are included, and 18 references are appended.) (MS)

ED 300 762 CS 009 367
Read-Aloud Books: An Annotated Bibliography, Grades 4-8.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—ISBN-0-7711-0655-6
Pub Date—87
Note—36p.
Pub Type— Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescent Literature, Annotated Bibliographies, *Childrens Literature, Foreign Countries, Intermediate Grades, Junior High Schools, *Reading Aloud to Others, *Reading Materials, Recreational Reading
Identifiers—Canada
This annotated bibliography, published to assist teachers, librarians, and parents in finding quality reading materials, presents books for reading aloud to students or children in grades 4-8. Each of the 140 entries, listed alphabetically by author, provides the author's name, title, publisher, sequels or related books, a brief annotation about the plot, and grade level. (MM)

ED 300 763 CS 009 368
Manitoba Reading Assessment 1985, Final Report.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—ISBN-0-7711-0640-8
Pub Date—87
Note—181p.; For summary report, see CS 009 369.
Pub Type— Tests/Questionnaires (160) — Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Educational Testing, Elementary Secondary Education, Foreign Countries, Listening, Oral Reading, *Reading Achievement, *Reading Instruction, Reading Interests, Reading Processes, *Reading Skills, Reading Tests, Silent Reading
Identifiers—*Manitoba
Based on an integrated approach to reading instruction, this report of the 1985 Manitoba Reading Assessment includes a reading survey test, with an individual measure of listening-speaking and oral and silent reading performance, a reading interest inventory, and a teacher questionnaire. The 1985 Assessment also re-administered selected items from the 1980 Reading Survey to a representative group of students at each grade level. The document reports on all aspects of the 1985 Reading Assessment in Manitoba. Chapter 1 presents a number of models of the reading process; chapter 2 describes the relationship among listening, speaking, and reading competencies. The third chapter outlines the development of the testing measures, while the fourth chapter presents the results of the assessment. Chapter 5 interprets the results, and chapter 6 offers recommendations. Four appendixes contain (1) a teacher questionnaire; (2) tasks and results for listening-speaking; (3) comparison results; and (4) ratings from an interpretation panel. (MS)

ED 300 764 CS 009 369
Manitoba Reading Assessment 1985, Summary Report.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—ISBN-0-7711-0657-2

Pub Date—85
Note—23p.; For final report, see CS 009 368.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Testing, Elementary Secondary Education, Foreign Countries, Grade 3, Grade 6, Grade 9, Grade 12, Listening, *Reading Achievement, *Reading Instruction, Reading Interests, *Reading Skills, Reading Tests, Student Evaluation
Identifiers—*Manitoba

This "Summary Report" is the last report of the findings of the 1985 Manitoba Reading Assessment. The report contains a description of the study along with recommendations based upon teachers' and principals' opinions and the judgment of the Technical Advisory Committee. The purposes of the 1985 Reading Assessment were: (1) to provide benchmark indicators about student reading performance in Manitoba; (2) to obtain data on student reading performance which will assist in curriculum and program improvement at various levels; (3) to assist school divisions with student evaluations in reading; (4) to help teachers improve their skills in evaluating student reading; and (5) to assist school divisions and teachers in student evaluation in certain areas of listening, speaking, and oral and silent reading. The report includes explanations about the reading interest inventory; the survey of teachers; the comparison testing; results from the testing on grades 3, 6, 9, and 12; and recommendations for teachers, school divisions, Manitoba education, and faculties of education. (MS)

ED 300 765 CS 009 371
Miller, R. Harvey Pennington, Susan C.
Teachers as Researchers: Does the DRP Predict Student Achievement?
Pub Date—Oct 88
Note—9p.; Paper presented at the Annual Meeting of the Florida Reading Association (Orlando, FL, October 12-15, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Educational Research, Elementary Education, Middle Schools, *Predictive Validity, *Standardized Tests, *Test Validity
Identifiers—*Degrees of Reading Power, Florida, *Stanford Achievement Tests, Teacher Researchers

In order to test claims made regarding the Degrees of Reading Power Test (DRP), a study posed two research questions: (1) How well does the DRP correlate with the more venerable Stanford Achievement Test (SAT)? and (2) How well do these instruments predict students' academic classroom achievement? Three hundred sixty-nine students from two middle schools in Lake County, Florida took both the DRP and SAT tests. These scores were correlated with students' final first-semester grades in science, language arts, and social studies. Results showed that the DRP correlated strongly with the SAT, but that both instruments were poor-to-moderate predictors of students' classroom achievement, implying that teachers should use more than a standardized test figure to measure student achievement or to predict classroom performance. (SR)

ED 300 766 CS 009 372
Balajthy, Ernest
Can Computers Be Used for Whole Language Approaches to Reading and Language Arts?
Pub Date—Nov 88
Note—19p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (Hershey, PA, November 4-8, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, *Computer Uses in Education, Educational Principles, Elementary Education, *Holistic Approach, Language Arts, *Reading Instruction, *Writing Instruction, Writing Processes
Identifiers—Childrens Writing, *Whole Language Approach

Holistic approaches to the teaching of reading and writing, most notably the Whole Language movement, reject the philosophy that language skills can be taught. Instead, holistic teachers emphasize process, and they structure the students' classroom activities to be rich in language experience. Computers can be used as tools for whole language experiences in reading and writing, based on principles of holistic language instruction. Classroom reading should center on children's literature rather than basal stories, and software of popular children's literature is available. Teacher feedback for writing should be provided during, not after, the writing process. For this, computer-based revision and editing programs are available for a wide variety of word processing software, giving feedback on grammar, usage, style, and organization. The transition from oral language to print should be as natural as possible, favoring guided language experience over direct instruction in subskills. Several computer programs allow children to create their own stories on the computer, then read the stories back to the children using voice synthesis. Writing should culminate in publishing in order for children to develop a sense of authorship. Desktop publishing is a key computer-based application for developing this sense of authorship in children. These are only a few of the ways in which computers can be used in the whole language classroom. (A bibliography of information on computers and whole language, and a list of educational software are appended.) (MM)

ED 300 767 CS 009 373
Dwyer, Edward J. Isbell, Rebecca J.
The Lively Art of Reading Aloud to Children.
Pub Date—4 Nov 88
Note—7p.; Paper presented at the Annual Meeting of the Tennessee State Council of the International Reading Association (Chattanooga, TN, November 4, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Language Arts, *Reading Aloud to Others, *Reading Instruction, Story Reading, Teaching Methods
Identifiers—Reading Uses

Reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Reading aloud to children provides opportunities for introducing children to good literature and encourages language development. Selecting good materials is of vital importance. In addition, strong oral reading includes: (1) an effective lead-in; (2) eye contact; (3) adequate volume and clear enunciation; (4) logical phrasing; (5) a sense of drama; and (6) enthusiasm. (MM)

ED 300 768 CS 009 375
Myers, Jamie
Literacy Paradigms and Language Research Methodology.
Pub Date—88
Note—82p.
Pub Type— Reports - Evaluative (142) — Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Higher Education, *Language Research, Literacy, *Literacy Education, *Models, *Reader Text Relationship, Reading Comprehension, Reading Processes, Research Methodology
Identifiers—Context Effect, Reading Concepts

Differing views on how meaning in a literacy event is formed have a large impact upon literacy instruction and language research. Teaching and research are often conducted without considering who is in charge of meanings. Yet the answer to this question establishes an interpretive frame that creates the questions, methods, and findings in language research. This interpretive frame is a perspective, a system of beliefs and assumptions about language-a "paradigm." Three literacy paradigms have shaped the questions, methodology, and interpretations of reading comprehension research. In the transfer literacy paradigm, a text's fixed meaning is transferred to the reader's mind. Able readers are those who can absorb the greatest amount of text information. In the interactive literacy paradigm, the reader activates cognitive knowledge structures and language processes to interact with meanings fixed in the text by the author's language processes and cognitive structures. This paradigm is dominant in school literacy instruction and language research. Finally, the transactive literacy paradigm treats meaning in a social context. Reader, text, and context are dynamically created in the meaning. Since multiple contexts coexist, multiple meanings are created while reading. Each of these literacy paradigms represent a different way of thinking-linear, cyclical, and dynamic. A triadic dynamic, derived from the transactive literacy paradigm, organizes pragmatics, sign-systems, and social interaction (three primary symbols involved in literacy research) into a dynamic reflecting the focus of literacy research. (One chart is included, and 52 references are appended.) (MM)

ED 300 769 CS 009 377
Ediger, Marlow
Reading and the Language Arts.
Pub Date—[88]
Note—59p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Class Activities, Computer Assisted Instruction, Elementary Education, *Handwriting, Language Arts, Linguistics, *Listening Skills, *Reading Instruction, *Reading Readiness, *Reading Strategies, Teaching Methods, *Writing Instruction

Intended for elementary school teachers, this article deals with reading readiness, handwriting, listening skills, and linguistics in the elementary school. The reading readiness section discusses utilizing pictures in teaching, using real objects in teaching, making picture dictionaries, placing labels on objects, developing experience charts, using a variety of audio-visual aids, telling stories, visual discrimination, auditory discrimination, determining readiness for reading, assisting pupils in identifying words, using configuration clues, using context clues, using phonetic analysis, using syllabication, using picture clues, purposes in reading, reading for facts, skimming, reading for sequence in ideas, reading to follow directions, reading for a main idea, determining reading levels of pupils, microcomputers in the reading curriculum, psychology of microcomputer instruction, and purposes of microcomputer instruction. The handwriting section discusses handwriting in the elementary school, and teaching handwriting, and is followed by a discussion of learning to listen. The final section deals with linguistics in the elementary school; patterns of sentences; expanding sentences; building new sentences; stress, pitch and juncture; and teaching students to communicate. (SR)

ED 300 770 CS 009 378
Jelinek, James John
A Philosophical Analysis of Literacy Education for Children, Youth, and Adults.
Pub Date—Dec 88
Note—35p.; Paper presented at the Annual Meeting of the Far Western Philosophy of Education Society (37th, Calgary, Alberta, Canada, December 2-4, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Literacy, *Educational Change, *Educational Philosophy, Elementary Secondary Education, Literacy, *Literacy Education, Reading Research, Relevance (Education)
Identifiers—Educational Issues, Ekistics, Essentialism, National Assessment of Educational Progress

Literacy education for children, youth, and adults in America is in critical need of reconstruction. The National Assessment of Educational Progress (NAEP) keeps pace with research findings on the basic skills of these groups, yet in literacy education, these findings have not always been used to examine the effects of instructional variables on educational outcomes. The traditional approach to literacy is based on Essentialism, which emphasizes skill building and tests a discrete set of skills. The goal of Essentialism is not to define literacy, but to specify when a person is no longer illiterate. Research, however, supports an Ekistician approach to literacy, which argues that students must learn to reason effectively about what they read and write before they can be considered literate. Literacy must be a means to an end, the end being the fulfillment of the present interests of the learner. In its most recent assessments, NAEP implements Ekisticianism in both its choice of exercises and testing formats. Respondents demonstrate such things as writing a letter to correct a billing error, explaining a warranty for a household appliance, and implementing directions on an income tax form. Each of these calls for reasoning relevant to basic functioning in modern society. There is a need for educators, policy-makers, parents, and students to reconceptualize literacy programs within each state based on the Ekistician view of literacy. (Forty-two references are appended.) (MM)

ED 300 771 CS 009 379
Balajthy, Ernest Weinberg, Renee
Effects of Transfer to Real-World Subject Area Materials from Training in Graphic Organizers and Summarizing on Developmental College Readers' Comprehension of the Compare/Contrast Text Structure in Science Expository Text.
Pub Date—Dec 88
Note—29p.; Paper presented at the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, December 1-4, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Content Area Reading, Higher Education, Learning Strategies, *Reading Comprehension, Reading Research, *Remedial Reading, *Text Structure, *Transfer of Training
Identifiers—*Expository Text, *Graphic Organizers, Summarization
To determine whether less able readers could use the strategies they had been taught, a study investigated the transfer effects of training in the use of graphic organizers and summary writing on readers' recognition of the compare/contrast text structure. Subjects, 70 freshmen at a western New York state college of liberal arts and sciences in a required developmental reading/study skills course, were randomly assigned to an experimental or a control group and divided into four ability levels for each group according to raw score performance on the Stanford Diagnostic Reading Test comprehension subtest. Subjects were given instruction on eight readings consisting of scientific expository text, each of which had a comparison-contrast internal organization; they then took an evaluation posttest consisting of four scientific comparison-contrast passages. Results indicated that transfer of training to real-world tasks did occur at each of the ability levels tested. However, training in the strategy did not appear to have any effect on the subjects (as compared to those in the control groups), except for the lowest ability group which apparently did benefit from the training. (One table of data and nine figures are included, and 17 references and one appendix are attached.) (MS)

ED 300 772 CS 009 380
Atchison, Marion K. Brown, David M.
The Relationship between the Learning Styles and Reading Achievement of Sixth-Grade Students in the State of Alabama.
Pub Date—Nov 88
Note—36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 9-11, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cognitive Style, Grade 6, Intermediate Grades, Racial Identification, *Reading Achievement, School Location, Sex Differences
Identifiers—Alabama, Gregorc Style Delineator, Hunt Paragraph Completion Method, Learning Style Inventory, Learning Styles Inventory (Renzulli and Smith), Reading Style Inventory (Carbo)
To determine whether or not a statistically significant relationship existed between the learning styles and reading achievement of sixth-grade students in the State of Alabama a battery of four learning style inventories (Gregorc Style Delineator, Hunt Paragraph Completion Method, Renzulli-Smith Learning Style Inventory, and Carbo Reading Style Inventory) were administered to the students. Also, attempts were made to determine whether statistically significant relationships existed between the learning styles of students and their gender, the locations of their schools, and their racial identification. Subjects, 405 sixth-grade students representing the eight State School Board Districts in Alabama, participated in the study. In regards to these students, evidence supports the following conclusions: (1) the Gregorc Style Delineator and the Renzulli-Smith Learning Style Inventory would not be useful in making decisions; (2) the Hunt Paragraph Completion Method and the Carbo Reading Style Inventory would be useful in making decisions; and (3) the Hunt Paragraph Completion Method would be useful in identifying learning style preferences for students with low, average, and high reading achievement who prefer much or little structure in their learning environments; and (4) the Carbo Reading Style Inventory would be useful in identifying learning style preferences for students with low, average, and high reading achievement who prefer kinesthetic or auditory learning styles. (Nine tables of data are included, and 46 references are appended.) (MS)

ED 300 773 CS 009 381
Readence, John E., Ed. Baldwin, R. Scott, Ed.
Dialogues in Literacy Research. Thirty-Seventh Yearbook of the National Reading Conference.
National Reading Conference, Inc.
Pub Date—88
Note—382p.; Proceedings of the Annual Meeting of the National Reading Conference (37th, Clearwater, FL, December 3-7, 1987).
Available from—National Reading Conference, 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($40.00).
Pub Type— Reports - Research (143) — Books (010) — Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors—*Content Area Reading, Elementary Secondary Education, Higher Education, Interdisciplinary Approach, *Literacy, Literacy Education, Politics of Education, *Reading Comprehension, Reading Research, Teacher Effectiveness, Vocabulary Development, Writing (Composition), Writing Research
Identifiers—Emergent Literacy
Concentrating on theoretical perspectives on reading, writing and language research, this yearbook contains 33 articles which cover the politics of literacy, emergent and early literacy, vocabulary, comprehension, content area reading, writing, and teacher effectiveness. Articles include: (1) "Tomorrow's Readers Today: Becoming a Profession of Collaborative Learners" (Jerome C. Harste); (2) "Storytelling, Reading, and the Micropolitics of Literacy" (Ron Scollon); (3) "Young Children's Explanations of Spaces between Words in Written Text" (Beth R. Spencer and Peter P. Afflerbach); (4) "Transitional Knowledge in Emergent Literacy" (George Kamberelis and Elizabeth Sulzby); (5) "First Graders' Perceptions of Reading and Writing" (Alice Boljonis and Kathleen Hinchman); (6) "Sixth Graders' Use of Mnemonic Imagery in Recalling Content Material" (Nancy L. Williams and Bonnie C. Konopak); (7) "The Effects of an Elaborated Directed Reading Activity on the Metacomprehension Skills of Third Graders" (Maribeth Cassidy Schmitt); (8) "Carl: A Case Study of Executive Control in a Gifted Adolescent Reader" (Elizabeth E. Sparks); (9) "Enhancing Children's Comprehension through Previewing" (Susan B. Neuman); (10) "Extended Wait-Time and Its Effect on the Listening Comprehension of Kindergarten Students" (Marilyn J. McKay); (11) "The Development of Teacher Explanations during Content Reading Lessons" (Mark W. Conley and Scott Warren); (12) "How Ethnographers of Communication Study Writing in School" (Susan Florio-Ruane); (13) "Peer Conferences as Social Contexts for Learning about Revision" (Karen L. Dahl); (14) "An Exploratory Study of Preservice Teachers' Evolving Knowledge Structures" (Beth Ann Herrmann); and (15) "The Relationship between Preservice Teachers' Evolving Instruction of Reading and Their Emerging Conceptions of Reading" (Janet Johnson). The program for the 1987 National Reading Conference is appended. (MM)

ED 300 774 CS 009 382
Fay, Leo
Literacy: A Historical Perspective and Today's Reality.
Pub Date—Nov 88
Note—13p.; Paper presented at the Annual Meeting of the New York State Reading Association (22nd, Kiamesha Lake, NY, November 8-11, 1988).
Pub Type— Speeches/Meeting Papers (150) — Historical Materials (060) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Illiteracy, *Literacy, Literacy Education, *United States History
Identifiers—Literacy Campaigns
To address the confusion and concern surrounding the issue of literacy in the United States, this article outlines the history of literacy development in this country (tracing the growth of literacy, methods of estimating population literacy, and changing definitions of literacy), assesses the present scene, and draws implications for schooling today and in the immediate future. (SR)

ED 300 775 CS 009 383
Waller, Myrna C. Frisbie, Richard
Survey of the 1987-1988 Indianapolis Public Schools' Reading Program: Results.
Pub Date—Nov 87
Note—30p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Research, Elementary Education, *Program Evaluation, Questionnaires, *Reading Instruction, Reading Programs, School Surveys
Identifiers—Indianapolis Public Schools IN
In order to assess the 1987-88 reading program in the Indianapolis, Indiana, public schools, a survey randomly selected 10 elementary schools, from which 20 teachers and 7 principals completed a questionnaire about the reading program in their building. Survey items consisted of 40 yes/no questions concerning organization, management, student achievement, supplementary services, and materials; comments were encouraged. Results indicated a need for building-wide and system-wide direction in reading at the elementary level and generated five conclusions: (1) MacMillan Reading Series R is not being used properly; (2) Building goals in reading are being established; however, very little follow-up occurs during the school year; (3) Students are grouped according to ability in heterogeneous reading classes; (4) School-wide activities are held to promote reading for learning as well as for pleasure; and (5) The services of a Reading Resource Teacher would significantly enhance the structure, organization, and implementation of the reading program in elementary buildings. (Appendixes include participants' comments and the survey instrument.) (SR)

ED 300 776 CS 009 384
Scott, Diana Barker, Jeanne
A Survey of Reading and Language Arts Software Used in Florida: Results and Educational Implications.
Pub Date—Oct 88
Note—13p.; Paper presented at the Annual Meeting of the Florida Reading Association (26th, Orlando, FL, October 12-15, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Uses in Education, Courseware, Educational Technology, Elementary Education, *Inservice Teacher Education, Language Arts, Reading Instruction, School Surveys
Identifiers—Computer Selection, *Florida, Software Evaluation
A study surveyed the use of computer hardware and software in reading and language arts programs of public and private elementary schools in Florida. Respondents, 173 public and private schools from urban, suburban, and rural areas of Florida (out of an initial group of 333), furnished information on who was providing computer instruction, where the instruction was occurring, what software was used, what kinds of computers were used, what kinds of funding supported the instruction, whether inservice training was available, and what evaluation procedures were used for the hardware and software. Results indicated that: (1) Apple computers are the most prevalent; (2) budgets for software remain small and not a budget line item; (3) classroom teachers and aides have the primary responsibility for computer instruction; (4) the majority of software is non-basal; (5) inservice training for computer literacy and evaluation of software is very limited; and (6) students spend an average of 30 minutes per week on a computer. Implications of this survey are that more time should be spent on instruction, that inservice training should be required, and that hardware and software should be evaluated by a team of evaluators. (RS)

ED 300 777 CS 009 385
Goodman, Kenneth S.
What's Whole in Whole Language? A Parent-/Teacher Guide to Children's Learning.
Report No.—ISBN-0-435-08254-X
Pub Date—86
Note—79p.
Available from—Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($7.50).
Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors—Basal Reading, *Educational Philosophy, Elementary Education, Language Acquisition, *Language Arts, Literacy, Parent Student Relationship, Program Descriptions, *Reading Instruction, Remedial Reading, *Teaching Methods, Thematic Approach, *Writing Instruction
Identifiers—*Whole Language Approach
The major purpose of this book is to describe the basis, features, and future of the whole language movement. Topics included in the book include: (1) a description of what is known about language and language development; (2) presentation of a whole language perspective on literacy development, involving both reading and writing; (3) presentation of criteria that parents and teachers can use in helping children to develop literacy; (4) examples of whole language programs already at work; and (5) suggestions for building whole language programs and transforming existing programs into whole language programs. The book helps whole language teachers recognize and define themselves. (RS)

ED 300 778 CS 009 386
Newman, Judith M., Ed.
Whole Language: Theory in Use.
Report No.—ISBN-0-435-08244-2
Pub Date—85
Note—204p.
Available from—Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Class Activities, Curriculum Development, Elementary Education, Journal Writing, *Reading Instruction, Reading Research, Teaching Methods, *Theory Practice Relationship, *Writing Instruction, Writing Research
Identifiers—*Whole Language Approach, Writing Contexts
To show how whole language theory can be put into practice, this collection of articles, many written by practicing teachers, suggest ways that teachers can help students become active participants in their own learning. Following an introduction, chapters and their authors consist of: (1) "Insights from Recent Reading and Writing Research and Their Implications for Developing Whole Language Curriculum" (Judith M. Newman); (2) "What Teachers Are Demonstrating" (Meredith Hutchings); (3) "Andrew and Molly: Writers and Context in Concert" (Wayne Serebrin); (4) "Using Children's Books To Teach Reading" (Judith M. Newman); (5) "From Sunny Days to Green Onions: On Journal Writing" (Sumitra Unia); (6) "To Judith: A Look at a Child's Writing Development through His Letters" (Judith M. Newman); (7) "Learning To Spell" (Olga Scibior); (8) "The Message Board: Language Comes Alive" (Reta Boyd); (9) "What about Reading?" (Judith M. Newman); (10) "Text Organization: Its Value for Literacy Development" (Susan Church); (11) "Conferencing: Writing as a Collaborative Activity" (Judith M. Newman); (12) "It Makes You Feel Needed: Students as Teachers" (Judy Mossip); (13) "Activity Cards" (Winniefred Kwak and Judith M. Newman); (14) "Mealworms: Learning about Written Language through Science Activities" (Judith M. Newman); (15) "The War of the Words" (Susan Church); (16) "Yes, They Can Learn" (James Boyer); (17) "Danny: A Case History of an Instructionally Induced Reading Problem" (Susan Church and Judith M. Newman); and (18) "Yes, That's an Interesting Idea, But...: On Developing Whole Language Curriculum" (Judith M. Newman). A bibliography of books and articles on the whole language classroom is appended. (MM)

ED 300 779 CS 009 387
Routman, Regie
Transitions: From Literature to Literacy.
Report No.—ISBN-0-435-08467-4
Pub Date—88
Note—352p.
Available from—Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($16.00).
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—Childrens Literature, *Holistic Approach, Primary Education, Reading Improvement, *Reading Instruction, *Reading Materials, Reading Programs, Reading Writing Relationship, Teacher Developed Materials, Teaching Methods
Identifiers—*Whole Language Approach
Intended to provide support, encouragement, and ideas for teachers wanting to make the transition from skill-oriented basal texts to literature-based whole language programs, this book describes a successful existing program and offers suggestions on how any elementary classroom can benefit from such a transition. Its 17 chapters are entitled: (1) "My Turning Point: Catalysts for Change"; (2) "Why Change? A Need for Active Literacy"; (3) "The Reading Program: Teaching Reading with Children's Books"; (4) "Using Predictable Books: What You Need To Know"; (5) "Literature Extension Activities: Meaningful Independent Work"; (6) "The Writing Program: How To Begin It and Keep It Going"; (7) "The Reading-Writing Process: Moving into Grade 2"; (8) "The Literature-Writing Program: Continuing in Grade 3"; (9) "Parent Involvement: Communication"; (10) "First Year Journals: Entries from Two Teachers"; (11) "Everyday Concerns: Organization and Classroom Management"; (12) "Evaluation: Evaluating the Process As Well As the Product"; (13) "Making Changes: The Need for Teacher Support"; (14) "Any Questions?" (15) "Postscript: Transitions"; (16) "Resources for Teachers"; and (17) "Recommended Literature" (classified by grade and literary style, and by level of difficulty). Twenty appendixes conclude the book. (SR)

ED 300 780 CS 009 388
Allen, JoBeth
Literacy Development in Whole Language Kindergartens. Technical Report No. 436.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—OEG-0087-C1001
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Higher Education, *Kindergarten, *Kindergarten Children, Primary Education, *Reading Instruction, Reading Research, Reading Writing Relationship, *Verbal Development, *Writing Instruction, Writing Research
Identifiers—Teacher Researchers, *Whole Language Approach
To understand how children in whole language kindergartens develop as writers and readers, seven kindergarten teacher/researchers and a university teacher/researcher studied 183 children in the Manhattan-Ogden, Kansas, school district over one school year. Each quarter, teachers recorded all the writing behaviors they had observed in their students. At the beginning and end of the year, they assessed students' ability to recognize letters, sounds, and words, and their ability to read connected text. Results indicated that when children are encouraged to invent texts, they grow as writers, regardless of the reading and writing behaviors they bring to school. Patterns of growth were quite individual and often consisted of the addition of new writing behaviors rather than the abandonment of old behaviors. (Four tables of data are included; 22 references and three appendixes containing teacher questionnaires are attached.) (SR)

ED 300 781 CS 009 389
Nagy, William E.
Vocabulary Instruction and Reading Comprehension. Technical Report No. 431.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Contract—OEG-0087-C1001
Note—30p.; For an expanded version of this report which appears as "Teaching Vocabulary To Improve Reading Comprehension," see CS 009 329.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Context Clues, Elementary Education, *Instructional Effectiveness, *Reading Comprehension, *Reading Research, Reading Skills, Teaching Methods, *Vocabulary Development, *Vocabulary Skills
This paper synthesizes research on vocabulary learning and vocabulary instruction to provide teachers with a basis for using different techniques of vocabulary instruction to improve reading comprehension. The limitations of traditional definition and context-based instruction are discussed in the paper, and principles are outlined which explain why, how, and when teachers can use more intensive vocabulary activities effectively. The paper does not just present specific new techniques for instruction, but also describes how approaches to vocabulary instruction such as integration, repetition, and meaningful use of words contribute to reading comprehension. The information furnished in this paper is intended to provide teachers with a basis for making use of, and effectively adapting, a range of different instructional techniques. The paper argues that large scale vocabulary growth comes about through a combination of instruction, incidental encounters with words, and sheer volume of reading. Four figures are included, and 45 references are attached. (RS)

ED 300 782 CS 009 390
Armbruster, Bonnie B.
Why Some Children Have Trouble Reading Content Area Textbooks. Technical Report No. 432.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Contract—OEG-0087-C1001
Note—9p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basal Reading, *Content Area Reading, Elementary Education, Oral Reading, Prior Learning, *Readability, Reader Text Relationship, Reading Research, Reading Skills, *Textbook Standards
This article discusses three major reasons why children who can decode the stories in their basal readers may still have problems reading content area textbooks. The reasons include: (1) lack of prerequisite knowledge (including content, discourse, and strategic knowledge); (2) poorly written textbooks; and (3) negative classroom experiences in reading in the content areas. Sixteen references are attached. (RS)

ED 300 783 CS 009 391
McConkie, George W. And Others
A Microcomputer-Based Software Package for Eye-Monitoring Research. Technical Report No. 434.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Contract—OEG-0087-C1001
Note—23p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software Reviews, *Data Collection, *Data Processing, *Eye Movements, Eyes, Microcomputers, Research Methodology
Identifiers—Software Evaluation
A software package is described that collects and reduces eye behavior data (eye position and pupil size) using an IBM-PC compatible computer. Written in C language for speed and portability, it includes several features: (1) data can be simultaneously collected from other sources (such as electroencephalography and electromyography); (2) logically defined events can be detected in real time on any data channel; and (3) either of two types of data matrix can be produced. Data reduction algorithms and data structures are described. (Five tables of data describing aspects of the software package are included.) (Author/RS)

ED 300 784 CS 009 393
I.S.T.E.P. Summer Remediation Curriculum: Reading, Language and Mathematics.
Indianapolis Public Schools, Ind.
Pub Date—88
Note—80p.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Curriculum Guides, Elementary Education, Grade 1, Grade 2, Grade 3, Grade 6, *Language Arts, Mathematics Curriculum, Reading Programs, *Remedial Mathematics, Remedial

Programs, *Remedial Reading, *Summer Programs, Summer Schools, Teaching Guides, *Writing Instruction
Identifiers—*Indiana Statewide Testing for Educ Progress
This curriculum and teaching guide outlines the ISTEP (Indiana Statewide Testing for Educational Progress) 1988 Summer Remediation Program in reading, language, and mathematics provided for students in grades 1, 2, 3, and 6 who did not pass the minimum state standards for promotion to the next grade level based on the results of the ISTEP test. The major sections of the guide cover the reading curriculum, language curriculum, and the mathematics curriculum. The guide includes the following minor sections: (1) a foreword; (2) ISTEP achievement standards; (3) program logistics and schedule; (4) waiver provisions for both remediation and retention waivers; (5) ISTEP extended learning progress reports for the first, second, third, and sixth grades; and (6) guidelines for curriculum development for ISTEP extended learning program. (SR)

ED 300 785 CS 009 394
Indianapolis Public Schools Reading Curriculum.
Indianapolis Public Schools, Ind.
Pub Date—87
Note—207p.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Curriculum Guides, Elementary Education, *Language Arts, *Reading Instruction, *Reading Programs, *Summer Programs, Summer Schools, Teaching Guides
Identifiers—Indianapolis Public Schools IN
This curriculum and teaching guide outlines the 1987 Elementary Summer Reading Program in the Indianapolis, Indiana, public schools, a program organized around Reading and the Communication Arts in which listening, speaking, and writing are integrally related. The guide is divided into the following sections: (1) a foreword; (2) objectives; (3) daily schedule; (4) grouping for instruction; (5) instructional model; (6) procedure for moving through the daily schedule using the instructional model (pacing schedule); (7) directed reading activity outline; (8) detailed directed reading activity; (9) materials; (10) pre- and post-tests; (11) post test summary sheet; and (12) evaluation of summer reading program. (SR)

ED 300 786 CS 009 395
Moore, David W. And Others
Prereading Activities for Content Area Reading and Learning. Second Edition. Reading Aids Series.
International Reading Association, Newark, Del.
Report No.—ISBN-0-87207-233-9
Pub Date—89
Note—82p.; For previous edition, see ED 222 888.
Available from—International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 233, $5.25 member, $7.75 nonmember).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Class Activities, *Content Area Reading, *Content Area Writing, Elementary Secondary Education, Learning Strategies, Reading Instruction, *Reading Strategies, Teaching Guides, Teaching Methods, Vocabulary Development, Writing Exercises
Identifiers—*Prereading Activities
Intended to be a practical guide to prereading activities applicable in the classroom, this book emphasizes students' independence by shifting the focus of instruction to student-centered applications. Chapters of the book cover such topics as: (1) preparing students to read in the content areas; (2) asking and answering questions before reading; (3) forecasting passages; (4) understanding vocabulary; (5) graphically representing information; and (6) writing before reading. Each chapter contains a statement of purpose and a list of teaching strategies, as well as a list of references. (RS)

ED 300 787 CS 009 396
Brown, June And Others
Promoting Active Thinking and Comprehension through the Use of Graphic Organizers.
Pub Date—88
Note—11p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Thinking, Elementary Secondary Education, *Reader Text Relationship, *Reading Comprehension, Reading Instruction, Reading Skills, Teaching Methods, *Text Structure
Identifiers—*Graphic Organizers
Graphic organizers (also referred to as structured overviews, mapping, webbing, or pyramiding) are visual aids which depict the relationships among concepts in a text and which reflect the organization of the text. Five patterns of graphic organizers–cause/effect, comparison/contrast, time/order, simple listing, and problem solving–reflect the organizational patterns typically used by writers. Graphic organizers can help improve a student's comprehension in several ways. They require students to use prior knowledge to think about and depict the relationships among concepts and organization of the text. Graphic organizers can also be used as diagnostic and instructional tools, and as prereading or postreading activities. Graphic organizers are effective with both narrative and expository textbooks, and serve as an alternative to traditional outlining. (MM)

ED 300 788 CS 009 397
Ediger, Marlow
Improving the Reading Curriculum
Pub Date—88
Note—10p.
Pub Type— Opinion Papers (120) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Elementary Education, *Holistic Approach, *Language Experience Approach, Reading Instruction, Reading Programs, *Reading Readiness, Reading Skills, Teaching Methods, Word Recognition
Young learners need a quality program for developing reading skills which is both sequential and holistic–sequential because there is an appropriate order to some skills, holistic because skills need to be incorporated in context. Word recognition techniques are thus integrated with ideas gleaned from reading. The learner should use acquired subject matter to engage in critical and creative thinking, and not be taught comprehension skills in isolation. In a quality reading readiness program, a sequential and holistic approach can help the learner develop essential reading skills. (RS)

ED 300 789 CS 009 398
Niles, Jerome A., Ed. Harris, Larry A., Ed.
Searches for Meaning in Reading/Language Processing and Instruction. Thirty-Second Yearbook of the National Reading Conference.
National Reading Conference, Inc.
Pub Date—83
Note—344p.; Proceedings of the Annual Meeting of the National Reading Conference (32nd, Clearwater Beach, FL, December 1-4, 1982).
Available from—National Reading Conference, 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($40.00).
Pub Type— Books (010) — Collected Works - Proceedings (021) — Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*Beginning Reading, Classroom Research, *Educational Research, Elementary Secondary Education, *Metacognition, *Reading Comprehension, *Vocabulary, *Writing (Composition)
Identifiers—National Reading Conference (Organization), *Text Factors
This yearbook presents a collection of 50 selected research articles from the National Reading Conference for 1982 which reflect on the numerous searches that are being conducted by educational researchers whose primary purpose is to enable learners to be more efficient and effective in their construction and reconstruction of meaning. Preceding the papers is an extensive reivew of research: "Ethnography and Reading: Issues, Approaches, Criteria, and Findings" (J. Green and D. Bloome). Included in this collection are "Main Idea Construction in the Basal Readers" (P. Winograd and S. Brennan); "Text Coherence from a Transactional Perspective" (S. Kucer); "Metacognitive Awareness of Text Variables in Good and Poor Readers" (E. Goetz and others); "Vocabulary Knowledge" (P. Drum); "Determining the Onset of Spontaneous Instantiation in Children" (M. Dreher); "Parent Reading Style and Children's Print Awareness" (T. Shanahan and V. Hogan); "Classroom Writing Practices" (C. Bridge and others); "Context Variables in Reading Teacher Effectiveness" (G. Duffy); "The Effects of Recall Instructions and Story Deletions on Children's Story Comprehension" (L. Leslie and M. Jett-Simpson); "Learning from Expository Text at the High School Level" (T. Bean and others); "Effects of Sentence Organization Instruction on the Reading Comprehension of Poor Readers" (M. Greenewald and C. Pederson); "A Further Comparison of Sensitivity of Cloze and Recall to Passage Organization" (T. Shanahan and M. Kamil); "Family Frequency as a Predictor of Word Knowledge" (M. Graves and others); "Levels of Meaning in Reading Comprehension of High School Students" (Z. Ehrenreich and J. Knafle); "The Effect of Two Instructional Strategies on Kindergartner's Concept of Word" (D. Rowe and P. Cunningham); "Induced Mental Imagery and the Written Language Expression of Young Children" (L. Gambrell); "An Investigation of the Relationship of Story Schema to Reading Ability and Grade Level" (L. Hansche and B. Gordon); "Cognitive Processes during Pauses in Writing" (G. Schumacher and others); "Classroom Reading Instruction: A Sociocommunicative Analysis of Time on Task" (D. Bloome); "Probe Questions during Reading Lessons: Informational Content and Teacher Evaluation of Student Responses" (W. McGrade); "Teacher Reflections on Decisions Made during Reading Instruction" (H. Stuetzel and R. Allington); "The Effects of Induced Awareness of Text Type on Recall" (J. Haynes and V. Hare); "Basal Readers and the Improvement of Reading Comprehension Ability" (P. Johnston and M. Byrd); "Definitional Gains for Explicit and Implicit Context Clues" (B. Carroll and P. Drum); "The Development of Knowledge of Social Intentions, Plans, and Resolutions as Reflected in Story Productions and Recall of Scrambled Stories" (J. Fitzgerald and D. Spiegel); and "An Investigation of a Context-Plus-Phonics Strategy for Increasing Second Grade Students' Use of Context To Aid Word Recognition" (D. Spiegel and others). (RS)

ED 300 790 CS 009 399
Niles, Jerome A., Ed. Lalik, Rosary V., Ed.
Issues in Literacy: A Research Perspective. Thirty-Fourth Yearbook of the National Reading Conference.
National Reading Conference, Inc.
Pub Date—85
Note—425p.; Proceedings of the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984).
Available from—National Reading Conference, 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($40.00).
Pub Type— Books (010) — Reports - Research (143) — Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors—Elementary Secondary Education, *Literacy, *Literacy Education, Metacognition, Reading Research, Teaching Methods, Writing Evaluation, Writing Research
Identifiers—Educational Issues, Emergent Literacy, Text Factors
Reflecting current themes that scholars in reading/language research, by their selective attention, have indicated are important in the field of literacy and learning in natural settings, this yearbook presents a collection of 62 selected research articles from the National Reading Conference for 1984. Included are the following articles, listed with their authors: "Being Literate in America: A Sociohistorical Perspective" (S. Brice Heath); "Communicative Competence: Cross-Cultural Perspectives" (I. Athey); "From Egocentric to Ideocentric Discourse: The Development of Academic Language" (S. Stotsky); "Observing First-Grade Reading Instruction: Instruction Viewed with a Model of School Organization" (R. Barr); "The Oral Recitation Lesson: A Research-Derived Strategy for Reading Basal Texts" (J. Hoffman and S. Crone); "The Effects of Prior Knowledge and Instruction on Recall for Well-Written Expository Text" (N. Marshall); "Context Clues Are Ineffective with Low Frequency Words in Naturally Occurring Prose" (R. S. Baldwin and E. K. Schatz); "Graphics in Middle-Grade U.S. History Textbooks" (L. B. Friedman and M. B. Tinzmann); "Readers' Awareness of Subheadings in Expository Text" (V. C. Hare and R. G. Lomax); "Reading Strategies of Gifted Students" (J. N. Mitchell and P. A. Irwin); "Reading and the Plans of Secondary Teachers: A Qualitative Study" (K. Hinchman); "Student Teachers' Planning and Evaluations of Reading Lessons" (H. Borko); "Bedtime Story Reading as a Social Process" (D. Bloome); "The Functions of Illustrations in Beginning Reading Texts" (H. D. Simons and C. Elster);

"Assessment of Classroom Interaction Dynamics" (D. E. Alvermann and others); "Why Is The Degrees of Reading Power Test Invalid?" (R. P. Carver); "The Impact of Writing Instruction on Teachers' Attitudes and Practices" (D. Lapp and J. Flood); "Models of Reading Have Direct Implications for Reading Instruction: The Negative Position" (G. G. Duffy); and "Models of Reading Have Direct Implications for Instruction: The Affirmative Position" (H. Singer). (MM)

ED 300 791 CS 009 401
Lumpkin, Donavon, Ed. And Others
The Dilemmas of Teaching Reading. Eighth Yearbook of The American Reading Forum, 1988.
American Reading Forum.
Pub Date—88
Note—144p.; For the fourth, fifth, sixth, and seventh yearbooks, see ED 290 134-136 and ED 291 068, respectively.
Pub Type— Collected Works - Proceedings (021) — Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Computer Uses in Education, Content Area Reading, Metacognition, Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Research, Reading Teachers, Student Attitudes, Teacher Attitudes, Teacher Role
Identifiers—Educational Issues, Reading Behavior
Articles in this eighth yearbook of the American Reading Forum address the dilemmas of teaching reading. Articles, listed with their authors, are as follows: (1) "Deepening a Dilemma: Stylus vs. Computer Writing at an Early Primary Level" (J. Heep); (2) "Concept Maps and Vee Diagrams: Strategies To Deal with the Dilemma of the Restricted Curriculum" (M. Alverez and others); (3) "Attitudes of Adult Literacy Students and Their Teachers toward Computers for Instruction: before and after Use" (E. Askov and E. Brown); (4) "Reading for the Reluctant" (J. Bertrand); (5) "Teachers as Managers or Decision Makers? Technology versus Deliberation in Teaching" (W. Blanton and G. Moorman); (6) "The Policies, Politics, Problems and Issues: What Can We Do as a Profession?" (R. Flippo); (7) "Reading and Writing as Tools for Independent Learning: The Content Area Classroom at the Crossroads" (K. Ford); (8) "Teacher Knowledge of Their Students' Learning Strengths and Weaknesses" (D. Gustafson); (9) "Preparing Children for the Reading Test or Teaching the Universe of Discourse" (D. Mancus and A. Prince); (10) "Is There A Core Curriculum in Reading Education? A Sense of the Essential" (J. Meeks and T. Estes); (11) "Effecting Change in Attitude and Classroom Practice with Word Processing Technology in the Reading and Writing Curriculum" (M. Moore); (12) "The Effects of Selected Writing Strategies on the Social Studies Reading Comprehension of Fourth Grade Students" (R. Moore); (13) "The Pros and Cons of Using Meta-Analysis as Applied to a Specific Body of Research" (D. Neville and E. Searls); (14) "Preservice and Inservice Teachers' Reading Comprehension Skills and Their Metacognitive Awareness of Processing" (J. Platt and K. Williams); (15) "Home Reading Behavior of High and Low Reading Ability Third- and Fifth-Grade Readers" (T. Rasinski); (16) "Using the Cognitive/Learning Styles Literature in the Teaching of Reading: A Personal Perspective" (K. Smith); (17) "Prospective Teachers' Recollections of High School Content Area Instruction" (R. Telfer and R. Jennings); (18) "Teachers' Reactions to a State Mandated Basic Skills Reading Test" (D. Thompson); (19) "Developmental Reading for College Students Who Think, Speak, and Write Black Dialect" (L. Tomlinson); (20) "Shoes That Fit Don't Prevent Bunions" (K. Camperell); (21) "How Do We Pick Our Heroes: A Second Look...The Shoe That Fits" (W. Otto); (22) "Selecting an Approach to Enhancing Literacy: Would Roy Rogers Be a Hero Without the Horse He Rode in On?" (B. Hayes); (23) "Of Heroes, Shoes, and Hats" (B. Jerrolds); (24) "Riding Trigger in Boots That Don't Fit" (P. Sweet); and (25) "Who Controls Reading Improvement? The Dilemma of the Power-Expertise Gap" (L. Erickson and J. Logan). (MM)

ED 300 792 CS 009 402
Fehring, Heather
Language Assessment: Developing a Literacy Profile. Reading Around Series No. 2.
Australian Reading Association, Adelaide.
Report No.—ISBN-0-949512-20-6
Pub Date—May 88
Note—7p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Elementary Education, Foreign Countries, *Language Tests, Listening Skills, *Literacy, Models, Reading Skills, *School Policy, Speech Skills, *Verbal Development, Writing Skills
Identifiers—Australia
Intended to aid schools in designing a Literacy Profile (defined here as consisting of documented information from a variety of assessments of a student's performance over a range of items defined as the dimensions of language learning), this pamphlet presents an alternative to standard assessment techniques. In the form of data tables the pamphlet provides an extensive list of the key characteristics of a student literacy profile, outlines the dimensions of the development of literacy, furnishes "indicators of progress" to chart literacy development, and presents examples of informal assessment procedures across reading, writing, listening and speaking. The pamphlet stresses that each school should consider the interrelated factors of their curriculum practices, language policy, and assessment procedures as they design a literacy profile. Twenty-three references are attached. (RS)

ED 300 793 CS 009 403
Hill, Vicki And Others
Learning Challenges. Reading Around Series No.4.
Australian Reading Association, Adelaide.
Report No.—ISBN-0-949512-20-6
Pub Date—Nov 88
Note—7p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, Classroom Design, *Classroom Environment, *Classroom Techniques, Elementary Secondary Education, Foreign Countries, Individualized Instruction, Language Arts, *Learning Strategies
Identifiers—Australia
This pamphlet describes "learning challenges," a method of classroom organization designed to meet the needs, strengths, and interest of children at all levels of development. These challenges are a means by which teachers can individualize their programs and invite their students to explore, think, create, and respond. The pamphlet presents practical examples of many such challenges (such as innovative ways of modeling or demonstrating aspects of writing or reading) and gives advice on how teachers can create their own learning challenges, establish a conducive classroom environment, and monitor the outcome. (RS)

ED 300 794 CS 009 405
Goodman, Kenneth S. And Others
Report Card on Basal Readers.
Spons Agency—National Council of Teachers of English, Urbana, Ill. Research Foundation.
Report No.—ISBN-0-913-46198-8
Pub Date—88
Note—167p.; Report prepared for the Reading Commission of the National Council of Teachers of English–originally presented at the Invitational Conference on the Basal Reader (Los Angeles, CA, (November 23-24, 1987). For responses to this document, see CS 009 406.
Available from—Richard C. Owen Publishers, Inc., 135 Katonah Ave., Katonah, NY 10536 ($7.50).
Pub Type— Books (010) — Reports - Evaluative (142) — Information Analyses (070)
Document Not Available from EDRS.
Descriptors—*Basal Reading, Elementary Education, Marketing, Publishing Industry, *Reading Attitudes, Reading Comprehension, *Reading Materials, *Textbook Content
Identifiers—Critical Analysis
This report examines the nature of the modern basal reader, its economics, and use. First, the report provides a history showing how the confluence of business principles, positivistic science, and behavioral psychology led to the transformation of reading textbooks into basal readers. Next, the report examines objectives and subjective factors which maintain the dominance in American reading instruction of a small number of very large publishers through their basal readers. The economics and ethics of marketing basals are also examined in the report. Then, the process of producing basals is described, drawing on investigative reporting. That leads to an examination of contemporary basals using a descriptive instrument. Finally, the report offers recommendations for progress in reading instruction within and without the basals. Eight pages of references conclude the report. (MS)

ED 300 795 CS 009 406
Weaver, Constance Groff, Patrick
Two Reactions to the Report Card on Basal Readers–The Basalization of America: A Cause for Concern and An Attack on Basal Readers for the Wrong Reasons. Arena Debate in Print Series No. 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062001
Note—51p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, 2805 E. 10th St., Bloomington, IN 47408 ($4.95 plus $1.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Basal Reading, Elementary Education, *Reading Attitudes, Reading Comprehension, *Reading Materials, Textbook Content
Identifiers—Educational Issues
The publication of the "Report Card on Basal Readers" has generated a wide range of reactions and this first document issued in the ARENA series focuses on two of these reactions. The two reactions articulated in this debate represent opposite responses to the "Report." The first section, by Constance Weaver, examines first the philosophy implicit in basal series, its ramifications, and its out-of-date research base, and then argues that basal publishers should revise their materials to reflect advances in knowledge about how children learn to read. The second section, by Patrick Groff, offers a critique of the "Report Card" by asking whether it is more or less likely that the reading program that it proposes will bring on greater achievement in reading for children than can the typical basal system. The two debaters then respond to one another's essays and, in the final section, offer conclusions. Ninety-one references are appended. (MS)

ED 300 796 CS 009 407
Baer, Elizabeth R.
Feeding the Readers' Hunger.
Pub Date—Nov 88
Note—4p.
Journal Cit—Humanities; v9 n6 p18-20 Nov-Dec 1988
Pub Type— Reports - Descriptive (141) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Reading Programs, Group Discussion, Library Extension, *Literature Appreciation, Outreach Programs, Postsecondary Education, Program Descriptions, Recreational Reading, *Thematic Approach
Identifiers—*Book Talks, Vermont
The "Let's Talk about It" program began in Vermont as a reading and discussion group based in local libraries and grew into a program in 30 states and supported by a grant from the National Endowment for the Humanities (NEH). The program brought together a diverse audience of adults to read books on selected themes in literature. Humanities scholars enriched the discussion with biographical information on the author, provided contextual perspectives from the literary tradition or historical era, and acted as a catalyst for discussion. The programs often drew overflow crowds. Although the NEH program has officially ended, reading and discussion programs continue to thrive. (RS)

ED 300 797 CS 009 408
Sexton, Victor R.
For the Love of Reading.
Pub Date—Nov 88
Note—3p.
Journal Cit—Humanities; v9 n6 p27-28 Nov-Dec 1988
Pub Type— Reports - Descriptive (141) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Adult Reading Programs, *Childrens Literature, *Parent Student Relationship, Program

Descriptions, *Reading Aloud to Others
Identifiers—Vermont
This article describes Vermont's "Connections" project, a book discussion program designed to move newly literate adults from practical literacy to "literate" literacy by engaging them in discussion of texts and ideas in the tradition of liberal education in the humanities. The article also describes the Vermont Reading Project, a separate office to circulate existing programs and design new ones, and the "Family Reading Project," which engages parents in a discussion of the best examples of children's literature with the goal of encouraging them to read to their children. (RS)

ED 300 798 CS 009 409
Sanacore, Joseph
Linking Vocabulary and Comprehension through Independent Reading.
Pub Date—88
Note—15p.
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Area Reading, Elementary Education, *Independent Reading, Models, Reading Comprehension, *Reading Instruction, Silent Reading, Teaching Methods, *Vocabulary Development, *Vocabulary Skills
Independent reading can serve as a practical context for linking vocabulary and comprehension and is a feasible strategy that complements other instructional approaches while it expands word knowledge in a naturalistic setting. Teachers should serve as reading models while students engage in silent reading, but teachers should also be cautious about overdoing modeling since it could displace independent reading. At times, the teacher may vary the modeling of silent reading by demonstrating to students ways in which context plays a role in grasping the meaning of words. What is needed is a balance of encouraging a wide and varied reading as much as possible and of using modeling at appropriate times in clear, demonstrative, and motivational ways. (Fifteen references, a model, and a brief outline of the paper are attached.) (RS)

ED 300 799 CS 009 410
Brill, Rhondda
Programming for Language. PEN 69.
Primary English Teaching Association, Rozelle (Australia).
Pub Date—88
Note—7p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *English Curriculum, *English Instruction, Foreign Countries, *Language Arts, Models
Identifiers—Australia
This practical guide discusses the challenges teachers will face when programming for language–that is, in planning an effective language program for their students. The guide includes ways to meet the challenges; suggestions for what to read, attend to, observe, write, and who to talk to; points to ponder before programming; and a model for programming units of work for language. (MS)

ED 300 800 CS 009 411
Ward, Geoff
I've Got a Project on...
Primary English Teaching Association, Rozelle (Australia).
Report No.—ISBN-0-909955-83-2
Pub Date—Oct 88
Note—94p.
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Activities, Elementary Education, *English Instruction, *Experiential Learning, Foreign Countries, Language Arts, Plagiarism, *Research Skills, *Student Projects, Student Research
Identifiers—Australia
Intended to help teachers and others to think through their roles in assisting children to become more effective learners, this book focuses on the contribution which project studies can make to that objective. The book is divided into (1) "Types of Projects"; (2) "Starting Out"; (3) "Relating Projects to Other Experiences"; (4) "The Role of Parents"; (5) "Facing Up to Plagiarism"; (6) "Developing Children's Research Skills; (7) "Getting Clear about Projects"; (8) "Teaching Processing Skills"; and (9) "Managing Projects." (MS)

ED 300 801 CS 009 412
Stanford, Jean Bowden Bellott, Fred K.
Ten-Year Longitudinal Study of Memphis State University Campus School Reading Achievement Scores as They Relate to Proportional Court Ordered Desegregation.
Pub Date—Nov 82
Note—49p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (11th, New Orleans, LA, November 10-12, 1982).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Desegregation Effects, Elementary Education, Intelligence Quotient, Longitudinal Studies, *Racial Integration, *Reading Achievement, Reading Research, School Desegregation, Sex Differences
Identifiers—*Memphis State University Campus School TN
A study examined the impact of court-ordered desegregation on the reading achievement of a group of first through sixth grade students over a 10-year period spanning the desegregation program, from 3 years before to 7 years after desegregation. Subjects, 4,965 students attending the Memphis State University Campus School during the duration of the study, were given the Metropolitan Reading Achievement Test and IQ tests. The variables considered in the study were year, grade, sex, race, age, IQ, and reading achievement. Results indicated that reading achievement of the entire student population declined in all grades after desegregation but was superior to both the performance of students in the Memphis City Schools and national norms. The reading achievement of white students increased slightly after desegregation, again outperforming national norms, the black students, and the Memphis City Schools. The reading achievement of black students was higher than that of Memphis City School students in all grades and higher than the national norms for the first and second grades. Results also indicated that reading achievement was higher for female students than for male students in all grades and a positive correlation was found to exist between group IQ and group reading achievement with the ranking order, from high to low, found to be female white, male white, female black, and male black students. (Eight figures of data are included, and seven tables of data are attached.) (RS)

ED 300 802 CS 009 413
Wepner, Shelley B., Ed. And Others
The Administration and Supervision of Reading Programs.
Columbia Univ., New York, N.Y. Teachers College.
Report No.—ISBN-0-8077-2928-0
Pub Date—89
Note—284p.
Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($19.95).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Early Childhood Education, Elementary Secondary Education, Inservice Education, Language Arts, Media Selection, Outreach Programs, Program Development, *Program Evaluation, *Program Implementation, Reading Consultants, Reading Instruction, *Reading Programs, Staff Development
This book is intended to help preservice and inservice reading specialists, supervisors, and administrators understand how to organize and supervise reading programs, pre-kindergarten through grade twelve. Each of the major parts of this book concerns some of the knowledge areas necessary for administering reading programs. Titles of the chapters and their authors consist of (1) "Effective Reading Program Development" (Rita M. Bean); (2) "Roles and Responsibilities of Reading Personnel" (Shelley B. Wepner); (3) "Pre-elementary Reading Programs" (Dorothy S. Strickland); (4) "Elementary Reading Programs" (Kathryn H. Au and Jana M. Mason); (5) "Middle School and Junior High Reading Programs" (Mark W. Conley); (6) "High School Reading Programs: Out of the Past and into the Future" (Richard T. Vacca); (7) "Evaluation, Selection, and Use of Reading Materials" (Janice A. Dole and Jean Osborn); (8) "Teacher Observations and Conferences" (Maurice Kaufman); (9) "Staff Development" (JoAnne L. Vacca); (10) "Evaluation of District Reading Programs" (Roger Farr and Robert H. Pritchard); (11) "Community Outreach" (Anthony D. Fredericks); (12) "Writing in the Reading Program: The Process Approach" (Joan T. Feeley); (13) "Integrating Computers into Reading/Language Arts Instruction" (Shelley B. Wepner and David Reinking); (14) "Students with Special Needs" (Michael Labuda and others); and (15) "Cultivation of Lifetime Readers" (Dixie Lee Spiegel). (MS)

ED 300 803 CS 009 417
Fry, Edward B.
Skimming & Scanning, Advanced Level.
Report No.—ISBN-0-89061-123-8
Pub Date—78
Note—143p.
Available from—Order Department, Jamestown Publishers, P.O. Box 9168, Providence, RI 02940 (No. 781, $8.00).
Pub Type— Guides - Classroom - Learner (051) — Books (010)
Document Not Available from EDRS.
Descriptors—Postsecondary Education, *Reading Instruction, Reading Materials, Reading Rate, *Reading Skills, Secondary Education
Identifiers—Reading Fluency, *Scanning, *Skimming (Reading)
Part of a series intended to develop essential specialized reading skills, this text/workbook is designed to provide instruction and practice in skimming and scanning for students reading at the seventh through tenth grade reading levels, considered the advanced level. Part 1 of the book deals with skimming. A lesson defines skimming (the rapid reading of an article to extract the main ideas and some supporting detail), explains when its use is appropriate, and teaches the most effective skimming techniques. Ten exercises follow, each one containing a chapter-length excerpt from a book (2,000 to 3,000 words long and including excerpts from "Roots," "Body Language," and "Centennial") and ten multiple-choice comprehension questions. Part 2 of the book deals with scanning (locating information that is already known), beginning with a lesson defining it, explaining its purpose, and teaching efficient scanning techniqeus. Twelve exercises follow, each one preceded by a lesson that explains how to scan the particular material used in the exercise. The exercises are based on bus and train schedules, sports tables, best-seller lists, indexes, telephone directories, newspaper articles, statistical tables and more. Each contains a variety of questions that require the student to scan for answers. Answer keys, a words per minute table, and a progress graph conclude the book. (SR)

ED 300 804 CS 009 418
Warner, John F. Warner, Margaret B.
Apparitions: 21 Stories of Ghosts, Spirits, and Mysterious Manifestations-with Exercises for Developing Critical Reading Skills.
Report No.—ISBN-0-89061-465-2
Pub Date—87
Note—158p.
Available from—Order Department, Jamestown Publishers, P.O. Box 9168, Providence, RI 02940 (No. 766, $7.20).
Pub Type— Books (010) — Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—*Critical Reading, Grade 6, Grade 7, Grade 8, Junior High Schools, *Reading Rate, *Reading Skills, Vocabulary Development
Identifiers—*Ghost Stories, Main Idea, Occultism, Reading Motivation
Intended to increase reading motivation in students, this book features tales of ghosts and poltergeists. The tales range from the legendary to the contemporary. These accounts of ghost stories in the book provide subject matter for thoughtful interpretation and discussion, while challenging students in four critical reading categories: main idea, important details, inferences, and vocabulary in context. The book, also meant to improve student's reading rates, consists of 21 units divided into three groups of seven units each. All the stories in a group are on the same reading level. Group 1 is at the sixth-grade reading level, group 2 at the seventh, and group 3 at the eighth, as assessed by the Fry Formula for Estimating Readability. (MS)

ED 300 805 CS 009 420
Beecher, Jeff

Note-Taking: What Do We Know about the Benefits? ERIC Digest No. 12.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, *Encoding (Psychology), Higher Education, *Learning Strategies, *Notetaking, *Review (Reexamination), Secondary Education, *Study Skills
Identifiers—ERIC Digests
Researchers have long debated on whether note-taking results in improved student performance on tests. Over the years, researchers have tried to verify that note-taking helps students "encode" the information involved and that notes are valuable as materials for review. C. C. Crawford's 1925 study concluded that taking notes was better than not taking notes, that reviewing notes was a key to their impact, and that organizing notes effectively contributes to improved performance on tests. There is growing evidence that note-taking combined with critical thinking facilitates retention and applications of the information. One study found that successful college students engaged in greater integrative processing during note-taking, and that note-taking itself "enhances organizational processing of lecture information." Other research shows that note-taking is an effective learning strategy and that the amount of note-taking is related to academic achievement. While most note-taking research continues to measure the impact of note-taking on recall as measured by tests, there is increasing emphasis on cognitive analyses that may have more explicit instructional implications in the near future. (Twenty-seven references are listed.) (MS)

ED 300 806 CS 211 534
Soven, Margot Sullivan, William M.
Exploratory Writing As Resource for Cultural Literacy.
Pub Date—88
Note—24p.
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Instruction, Higher Education, Literary Devices, Rhetoric, Student Needs, Writing (Composition), *Writing Exercises, *Writing Instruction
Identifiers—Academic Discourse, Cultural Literacy, *Exploratory Writing
The old but little appreciated rhetorical genre of exploratory writing is a potentially powerful way to enable students to grasp what is going on in the university, to become more culturally literate. It is a means for seeing what constitutes good and bad practice. If training in exploratory writing is effective, students can more fully join the university community, seeing its activities as dialectical, as constituted by traditions of argument which the university transmits as trustee for the society as a whole. A series of assignments for a course entitled "The Contemporary Novel" were designed to help illuminate unstated commonplaces and interpretive strategies embedded in the questions themselves and to encourage the more reflective kind of literary analysis all teachers of literature wish to encourage in their students. (Fifteen references are attached.) (RS)

ED 300 807 CS 211 537
Streepey, Janet And Others
Writing and Research across the Curriculum: A Proposal for a New Course.
Pub Date—87
Note—22p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Area Writing, *Course Descriptions, Higher Education, *Library Skills, *Research Papers (Students), Revision (Written Composition), Student Research, Writing Across the Curriculum, Writing Exercises, *Writing Processes, *Writing Skills
Identifiers—Academic Discourse, Collaborative Learning
A proposal for a term paper writing course associated with a content area course is presented in this paper. The paper outlines the proposed course, in which a content area teacher assigns a term paper and has control over appropriate subjects for the students' papers. The paper explains that the course provides help in library research techniques, in developing writing skills, and in developing collaborative learning skills. The paper states that a distinctive aspect of the course is the "write-in," scheduled on a Saturday when students, all writing faculty, and the reference librarian staff do not leave until the student has a rough draft completed. According to the paper, the course is designed to remove the burden of writing instruction from content area instructors and to help students become better writers. Fifteen references, a memo to reference librarians describing the course, a memo to students from the reference librarian, a faculty questionnaire, and five "library pathfinders" designed to aid students in research on particular topics, are attached. (RS)

ED 300 808 CS 211 563
Van Dyke, Carolynn
Varieties of Dialogue: Technological Literacy and Verbal Literacy.
Pub Date—Feb 87
Note—10p.; Paper presented at the National Technological Literacy Conference (2nd, Washington, DC, February 6-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Science, *Computer Science Education, Dialogs (Literary), *English, Higher Education, Language, *Literacy, *Technological Literacy, Technology
The borrowing of words by computer sciences from the field of English implies a widespread interest in the relationship between technology and language. To confirm the genealogy of "technological literacy," it would be useful to understand better linguistic literacy. To be literate is to be able to participate in the linguistic interchanges that constitute the social life, work, art, and government of a culture. From that definition follow certain policies about the teaching of literacy. First, believing that one learns to participate in cultural dialogue by degrees, many educators argue that literacy should be taught throughout the curriculum, rather than only in introductory English courses. Second, insofar as English teachers bear a particular responsibility for literacy, many of them try to draw students into dialogue rather than drilling or lecturing them. Third, recognizing that literacy will not automatically promote individual development and critical thinking, many English teachers now pursue those goals deliberately by leading students to take responsibility for their own topics and styles. Technological literacy should be reconceived on the analogy of linguistic literacy, as participation in cultural dialogues about and through technology. The ends of literacy can best be served by teaching the languages of technology "as" languages: symbolic means of understanding and controlling reality. (MS)

ED 300 809 CS 211 566
Schultz, John
The Power of Acceptance of Mixed Diction--of the Student's Voice--in the Teaching of Composition.
Pub Date—Mar 87
Note—27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audience Awareness, *Diction, Higher Education, Language Styles, Language Usage, Oral Language, Remedial Instruction, Secondary Education, Syntax, *Writing (Composition), *Writing Instruction, Writing Research
Identifiers—Colloquialisms, Slang, *Voice (Rhetoric), Writing Contexts, *Writing Strategies
Advancement of students' abilities to cope with the demands of exposition and argument is noted when they are encouraged to accept mixed diction within a framework of activities that interrelate thinking, speaking, reading, writing, and listening, in the context of the immediate audience of class and teacher. Research indicates that when a weak writer is encouraged and coached to use his or her own voice to develop a mixed diction, the writer's sense of correct mechanics takes a low priority for a time and errors fill the pages, because the writer is concentrating on organizing her research and finding strategies and tactics for getting her ideas across to her audience. Later, however, a sense of "correctness" reemerges in a more fluent way. The use of mixed diction allows development of the internal listening and reading capacity that must be present when writing alone and prevents the writer from becoming wrapped up in the moral imperatives about "correct" writing. Research indicates that college composition classes using activities that interrelate thinking, speaking, reading, writing, and listening, permitting and encouraging a mixed diction, perform much better on writing tests than traditional classes. (RS)

ED 300 810 CS 211 568
Lyons, Gregory T.
Gorgias' Rhetoric: Epistemology, Doxa, and Style.
Pub Date—Mar 88
Note—13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Instruction, *Epistemology, Higher Education, Language, *Language Styles, *Rhetoric
Identifiers—*Advanced Composition, Classical Rhetoric, *Gorgias
Gorgias' rhetoric can be explained in three parts: his sensory-based but non-empirical epistemology; his definitions of language as inherently deceptive and of "doxa" as the only "knowledge" communicable; and his antithetical style, which reproduces the necessary negotiation of understanding in the world. Gorgias' epistemology posits a disjunction among the material world, sense perception, and language that attempts to reproduce experience but communicates only existential concepts of the mind, which are not realities. Since nothing can be said about what "is," emotional appeal is the most realistic means of affecting another individual's mental concepts. Thus, language--always expressing opinions--does possess the apparently magical power to stimulate human sensations to respond impulsively or unconsciously. This magic is achieved through the chanting rhythm and contrapuntal reasoning of Gorgias' antithetical style, which juxtaposes opposite meanings not derived from sensation, creates a felt experience of cognitive dissonance that demands decision, and strikes a balance ("kairos") in presenting a choice among contradictory positions with relative degrees of probability. In applying Gorgias' rhetoric, it might be useful to examine the notion of intersubjective validation of truth in the context of Gorgian "doxa." In contemporary pedagogy, it might also be useful to teach advanced composition students the incantatory stylistic techniques of antithesis, elaborate parallel structure, wordplay, rhythm, and rhyme, which may be used to produce a "mimetic experience" in the readers' minds. (Twenty-seven references are appended.) (MS)

ED 300 811 CS 211 569
Gibson, Walker
With a Double Heart Do They Speak.
Pub Date—Nov 88
Note—8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Communication, *English Instruction, Higher Education, *Language Role, Rhetoric, Secondary Education, Teacher Role
Identifiers—*Doublespeak, Political Rhetoric
When introducing doublespeak in the classroom, there is a great temptation to pose as the good guy exposing the lying words of all the powerful bad guys. To a degree teachers should do this. But they cannot stop there, for it implies a posture of moral superiority. A solution to this problem is to focus on questions of choice and to be aware of all expressions that close off debate. An example that closes off debate is the reference by Colonel Oliver North at the Iran-Contra hearings to the Freedom Fighters, rather than the less inflammatory choice, Contras. Using the term Freedom Fighters begs the question, for if they are really fighters for freedom, then the case is closed and there is no argument. But, there is not enough evidence to make a decision like that. Another troubling example, and much

more subtle, is George Bush's accusation that Michael Dukakis was "soft on crime." This accusation was subtly converted in people's minds to the phrase "lover of Blacks" after he used as proof for his charge the case of Willie Horton, who was released from prison on furlough and committed rape and murder. The "Weekend Passes" television commercial produced by the National Security Political Action Committee helped make this identification explicit and perpetuated a kind of doublespeak. (MS)

ED 300 812 CS 211 570
Elks, Ann Pharr
Improving Writing Abilities of Middle Grade Students.
Pub Date—88
Note—114p.; Ed.D. Practicum, Nova University. Some pages of appendixes contain small, broken type.
Pub Type— Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, Holistic Evaluation, Middle Schools, Prewriting, Process Education, Remedial Programs, Rural Environment, Teaching Methods, *Writing Evaluation, Writing for Publication, *Writing Improvement, *Writing Instruction, Writing Processes, Writing Research, Writing Skills, Written Language
Identifiers—Writing Assignments
A study focused on the problems of poor performance in classroom assignments and state-wide writing assessments of middle grade students in the practicum setting. The goals of the practicum plan were: (1) to improve teacher competency in the steps of the writing process; (2) to improve student attitudes about writing; and (3) to improve writing abilities and achievement of students by enhanced teaching practices and encouraging publishing for various audiences. Accomplishment of these goals was pursued through a series of staff development activities for teachers and subsequent implementation of classroom writing using the steps of the writing process and holistic scoring exercises as evaluation. Subjects, 142 students in a rural North Carolina school, completed both pre-implementation and post-implementation surveys; more than the projected 25% improved their attitude toward writing. Results indicated that the process writing approach improved the students' performances in composition. This improvement is expected to be perpetuated in all subjects across the curriculum as well as in annual writing assessments in future years. (Seven tables of data are included; 34 references and 13 appendixes are attached.) (RAE)

ED 300 813 CS 211 571
Newspaper in Education Development Plan.
American Newspaper Publishers Association Foundation, Washington, D.C.
Pub Date—May 84
Note—57p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Current Events, Curriculum Design, *Instructional Materials, *Newspapers, Reading Materials, Secondary Education, Surveys
Identifiers—*Newspaper in Education Program
This Newspaper in Education Development Plan begins with a set of evaluation forms intended to help determine the direction of the Newspaper in Education (NIE) program. The plan covers all major aspects of NIE administration, promotion, and curriculum design. The plan encompasses the following areas: (1) "Establishing NIE Priorities"; (2) "Knowing Your Market"; (3) "In-House Promotion"; (4) "NIE Personnel"; (5) "Know Your Newspaper"; (6) "NIE Circulation"; (7) "Taking an Order from Start to Finish/Office Forms"; (8) "Accounting/Business"; (9) "Promotional Techniques"; (10) "Student Tours/Presentations"; (11) "Curriculum Aids"; (12) "Organizing Workshops"; (13) "Advisory Committee"; (14) "Setting NIE Goals/Objectives"; (15) "Budget for NIE"; (16) "Checklist of NIE Program"; and (17) "Funding of the NIE Program." An appendix with the informal history and purpose of the Newspaper in Education Program is attached. (MS)

ED 300 814 CS 211 572
Language Arts Handbook for Primary Teachers in Multi-Graded Classrooms. South-Central Region.
Manitoba Dept. of Education, Winnipeg.
Pub Date—[88]
Note—129p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Class Activities, Foreign Countries, *Language Arts, *Multigraded Classes, Nontraditional Education, Primary Education, Reading Instruction, Rural Education, Teaching Methods, Writing Instruction
Identifiers—*Manitoba
This handbook presents materials designed to assist teachers in meeting the needs of primary school children in multi-graded classrooms. The handbook is divided into two parts. The first part consists of the following sections: (1) the multi-graded school; (2) strategies for multi-graded classrooms; (3) oracy–listening and speaking; (4) language development for the English as a second language (ESL) child; (5) reading; (6) writing; (7) spelling; and (8) learning centers. The second part–themes and extra ideas–contains an outline on how to plan a theme, and samples of three themes (toys, Noah's ark, and families of long ago). Appendixes include 12 research findings about learning, an analysis of N.W. Sundbye's 25 elements, footnotes, and an 11-item bibliography. (MM)

ED 300 815 CS 211 573
English Language Arts, Grades 9-12.
Manitoba Dept. of Education, Winnipeg.
Pub Date—87
Note—198p.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Curriculum Guides, Foreign Countries, Grade 9, Grade 10, Grade 11, Grade 12, *Language Arts, Secondary Education, *Secondary School Curriculum
Identifiers—Manitoba
This curriculum guide presents the English Language Arts curriculum for grades 9-12. The guide is based on an interim guide issued in 1983, and incorporates the suggestions of those teachers who field tested the interim guide. The first section, an overview, discusses rationale, goals for the teacher, objectives for the student, program framework, implementation, and evaluation. The research basis for the curriculum is described in the second section. The following sections detail the curricula for grades 9, 10, 11, and 12, as well as for grade 12 elective credits. A 59-item bibliography and a four-item annotated bibliography for teachers conclude the guide. (SR)

ED 300 816 CS 211 574
Bode, Barbara A.
Dialogue Journal Writing as an Approach to Beginning Literacy Instruction.
Pub Date—Oct 88
Note—12p.; Paper presented at the Annual Meeting of the Florida Reading Conference (Orlando, FL, October 12-15, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Grade 1, *Journal Writing, Language Arts, *Literacy Education, Primary Education, Reading Instruction, *Reading Writing Relationship, *Teaching Methods, Writing Instruction, Writing Research
Identifiers—*Dialogue Journals, *Emergent Literacy, Invented Spelling
There have been minimal investigations into the related processes of learning to read and to write and there is a real need for research to study reading and writing together in the beginning stages of literacy instruction. To determine an instructional approach for this integration, the effect on language arts achievement of dialogue journal writing between either parents or teachers and first grade students who were allowed to use invented spelling was studied. The three methods of teaching investigated were: dialogue journal writing with parents, dialogue journal writing with teachers, and a traditional language arts program. Subjects, 204 first grade students from three schools in a central Florida school district, were matched on achievement levels, socioeconomic status, and language arts curricula. One experimental group wrote in a dialogue journal with their parents at home three times per week. The other experimental group did the same, except with their teacher, in a dialogue journal. In both, children were encouraged to use invented spelling. The control group followed the traditional language arts curriculum. Findings suggest that the use of dialogue journal writing within the context of emergent literacy is not just a simple activity that integrates reading and writing but that it is an essential approach to beginning literacy whether it is administered by parent, teacher, or older student singly or in combination with each other. (One table of data is included, and 19 references are appended.) (MS)

ED 300 817 CS 211 575
Georgia Basic Skills Writing Test. Scoring Manual.
Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date—87
Note—61p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Scoring, *Scoring Formulas, Secondary Education, Student Writing Models, *Writing Evaluation, Writing Skills
Identifiers—*Basic Writing, Georgia
Intended to familiarize persons with the scoring standards and criteria used for the Georgia Basic Skills Writing Test, this scoring manual is in eight sections: (1) an introduction to the scoring dimensions and scale points; (2) definitions of the four scale points; (3) definitions of scoring dimensions and components (content and organization, style, sentence formation, usage, and mechanics); (4) guidelines for scoring; (5) suggestions for keeping the dimensions separate; (6) model papers; (7) nonscorable paper codes; and (8) a glossary. (SR)

ED 300 818 CS 211 576
Georgia Grade 6 Writing Test. Scoring Manual.
Georgia State Dept. of Education, Atlanta.
Pub Date—88
Note—61p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Grade 6, Intermediate Grades, *Scoring, *Scoring Formulas, Student Writing Models, *Writing Evaluation, Writing Skills
Identifiers—*Criterion Referenced Scoring, Georgia
Intended to familiarize persons with the scoring standards and criteria used for the 6th grade version of the Georgia Criterion-Referenced Writing Test, this scoring manual is in eight sections: (1) an introduction to the scoring dimensions and scale points; (2) definitions of the four scale points; (3) definitions of scoring dimensions and components (content and organization, style, sentence formation, usage, and mechanics); (4) guidelines for scoring; (5) suggestions for keeping the dimensions separate; (6) model papers; (7) nonscorable paper codes; and (8) a glossary. (SR)

ED 300 819 CS 211 577
Georgia Grade 8 Writing Test. Scoring Manual.
Georgia State Dept. of Education, Atlanta.
Pub Date—88
Note—66p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Grade 8, Junior High Schools, *Scoring, *Scoring Formulas, Student Writing Models, *Writing Evaluation, Writing Skills
Identifiers—*Criterion Referenced Scoring, Georgia
Intended to familiarize persons with the scoring standards and criteria used for the 8th grade version of the Georgia Criterion-Referenced Writing Test, this scoring manual is in eight sections: (1) an introduction to the scoring dimensions and scale points; (2) definitions of the four scale points; (3) definitions of scoring dimensions and components (content and organization, style, sentence formation, usage, and mechanics); (4) guidelines for scoring; (5) suggestions for keeping the dimensions separate; (6) model papers; (7) nonscorable paper codes; and (8) a glossary. (SR)

ED 300 820 CS 211 578
Farr, Roger And Others
An Examination of the Writing Vocabulary of Children in Grades Two through Eight: A Study of a National Sample of Children's Writing.
Indiana Univ., Bloomington. Center for Reading and Language Studies.
Spons Agency—Harcourt Brace Jovanovich, Inc., New York, N.Y.
Pub Date—88
Note—79p.
Pub Type— Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, *Spelling, *Spelling Instruction, *Word Lists, Writing Research, *Writing Skills
Identifiers—Spelling and Writing Patterns, Spelling Patterns
To determine the words that children misspell as they write and then to analyze those words as they represent different spelling patterns at different grade levels, for different proficiencies of writing, and in the context of the essay in which the misspelling occurred, this study examined writing samples from across the country. The study was based on the belief that it is the words that children actually misspell in their writing that represent the words and patterns that need to be taught. The samples from this study came from three national writing assessment and four state writing assessment programs and included 21,876 writing samples from children in grades 2-8. Findings produced a set of seven word lists at grades 2 through 8 and the "Spelling List Concordance: Words Taught in Seven Major Spelling Programs." To investigate spelling avoidance in the context of composing stories a second pilot study explored the extent to which students avoid writing words because they are unsure of how to spell them. Subjects, 27 students from grades 1-5 in rural schools near a major university town in the Midwest, were asked both to tell and to write the same story in response to a picture prompt. Results indicated that most of the time there was no evidence of direct word or phrase substitution at all. However, the conclusions leave unanswered questions about spelling avoidance, and this may be because of the study's design. (Eleven tables of data are included, and one appendix, a spelling avoidance study protocol, and 38 references are attached.) (MS)

ED 300 821 CS 211 579
Howell, Margaret
Writing across the Curriculum Applied to Individualized Reading.
Pub Date—29 Nov 88
Note—10p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—High Schools, Individualized Instruction, *Individualized Reading, Reading Assignments, *Reading Programs, Student Journals, Teacher Developed Materials, *Writing Across the Curriculum
This teaching unit describes an elective reading course for high school students incorporating the goals and methods of writing across the curriculum. Students choose the books they want to read and read in class at least two days each week, and write a brief journal entry at the end of the class period. Students also have the option of writing a letter to fellow students giving their opinion of the book. Course objectives, lesson plans, procedures, evaluation, and a list of teacher-developed material is included. Forms for recording daily work, individual reading goals, and instructions for writing the journals are attached. (RS)

ED 300 822 CS 211 580
Bamberg, Betty Greenberg, Karen
Postsecondary Writing Assessment: An Update on Practices and Procedures.
Pub Date—88
Note—12p.; Survey conducted by the Conference on College Composition and Communication Committee on Assessment.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Essay Tests, Higher Education, Multiple Choice Tests, School Surveys, *Teacher Attitudes, *Writing Evaluation, Writing Instruction
A survey gathered information on the uses of writing assessment and its potential impact on writing instruction, programs, and students. Respondents, 128 members (out of a random sample of 350) of the Conference on College Composition and Communication (CCCC) from four-year colleges, two-year colleges, and institutions offering graduate degrees, completed the survey. Findings indicated that many of the assessment procedures recommended by the CCCC Resolution on Testing are being successfully implemented in postsecondary writing assessments, but that the degree of acceptance depends upon the recommendation. Results of the survey also indicated that despite the relatively high degree of satisfaction among CCCC members surveyed, problems such as exclusive use of multiple choice tests and lack of composition faculty involvement in test development reported by a small but important minority demand continued attention by CCCC members. (Five tables of data are included.) (RS)

ED 300 823 CS 211 581
Southard, Sherry
An Internship in a "Lean" Economy.
Pub Date—Apr 84
Note—15p.; Paper presented at the Annual Meeting of the International Technical Communication Association (31st, Seattle, WA, April 29-May 2, 1984).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English Curriculum, Higher Education, *Internship Programs, Program Administration, Student Experience, Student Projects, *Technical Writing
Identifiers—Oklahoma State University, Technical Communication
Internships in technical writing offer students an opportunity to apply the principles of technical communication learned in the classroom to on-the-job situations. The internship program at Oklahoma State University gives students practical experience needed to meet the demands of the world outside of academics, even at a time when companies and universities are being forced to cut back because of the economy. During these internships, students do work normally performed by technical writers or editors. Some of the products produced include a training manual for computer programmers, press releases on persons in engineering technology, and a curriculum manual for personnel in child care centers. Although internship directors are supposed to provide work situations in which employers pay the students, it is important that directors not underestimate the ability of students to find paying internships. By searching for and obtaining an internship, the students become involved directly. (A list of internship projects at Oklahoma State University from 1981-1988, and a list of projects completed for technical writing courses at Oklahoma State University from 1983-1988 are appended.) (MM)

ED 300 824 CS 211 582
Crismore, Avon G. Hill, Kennedy T.
The Interaction of Metadiscourse and Anxiety in Determining Children's Learning of Social Studies Textbook Materials. Technical Report No. 435.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—400-81-0030; OEG-0087-C1001
Note—24p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, *Cognitive Processes, *Content Area Reading, Grade 6, Intermediate Grades, Reading Research, Recall (Psychology), Social Studies, *Test Anxiety, Textbook Content, Textbook Research, *Textbooks
Identifiers—*Metadiscourse
A study examined the role of metadiscourse characteristics and level of student anxiety as they affect learning from social studies textbooks. Metadiscourse is defined as an author's overt or non-overt presence in the discourse in order to direct rather than inform readers–the linguistic material given to readers so they will understand what is said and what is meant in the primary discourse. Three general categories of metadiscourse–information, voice, and attitude–were added in varying combinations to a passage from a social studies textbook. One hundred twenty mostly white middle-class sixth-graders were tested for learning from these passages. Analyses of covariance, controlling for reading ability, revealed significant interaction effects involving metadiscourse and anxiety. As expected, high anxious students showed their best performance with first person voice and no attitudinal metadiscourse while low anxious students showed the opposite effect. These results indicated the importance of studying the joint effects of metadiscourse and anxiety as determinants of textbook reading. (Four tables of data, including examples of the metadiscourse variables and a sample of the test anxiety measure, are included, and 52 references conclude the report.) (SR)

ED 300 825 CS 211 583
Sulzby, Elizabeth And Others
Forms of Writing and Rereading from Writing: A Preliminary Report. Technical Report No. 437.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Grant—OERI-G-86-0004
Note—32p.; Portions of this paper presented at the Conference on Reading and Writing Connections (Urbana, IL, October 19-21, 1986). Data analysis supported by the Center for Research in Learning and Schooling (CRLS) and the program in Curriculum, Teaching, and Psychological Studies of the University of Michigan.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Kindergarten, *Kindergarten Children, Primary Education, Reading Research, *Reading Writing Relationship, Student Writing Models, *Verbal Development, Writing Research
Identifiers—Childrens Writing, *Emergent Literacy, *Writing Development
In order to describe the developmental patterns of writing and rereading from writing of kindergarten children across group and individual contexts, a study asked 123 kindergarten children in Palatine, Illinois, to write and reread stories of their own composition over a school year. Children were asked to write in group classroom conditions at monthly intervals and to write in individual interviews once in the fall, winter, and spring. In the first session, five common forms of writing (scribble, drawing, non-phonetic letterstrings, phonetic or invented spelling, and conventional orthography) were elicited and modelled. In this session and all subsequent sessions, children were encouraged to "write your own way." Sessions were audiotaped; notes about the order of composition and non-verbal behaviors were recorded by the examiner; and writing samples were collected. Scoring was done both on the spot and also rechecked at leisure by two researchers. Primary forms of writing in the fall were scribble, drawing, and letter strings. The primary form of rereading was the "written monologue," in which both wording and intonation are like written language. Two surprising results were explored: the endurance of scribble as a form of writing, particularly with advanced forms of composition and rereading behavior; and the late and tentative appearance of invented spelling. Findings suggest that children were building a repertoire of linguistic tools, all of which would be useful in a mature model of conventional literacy. (One table of data and six figures of childrens' writing are included; an appendix contains an example list of forms of writing and rereading.) (SR)

ED 300 826 CS 211 584
Vosniadou, Stella
Analogical Reasoning as a Mechanism in Knowledge Acquisition: A Developmental Perspective. Technical Report No. 438.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—OEG-0087-C1001
Note—25p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Children, *Cognitive Processes, Epistemology, Learning Theories, *Prior Learning
Identifiers—*Analogical Reasoning
Analogical reasoning is one mechanism that has been recognized as having the potential of bringing prior knowledge to bear on the acquisition of new information. Analogical reasoning involves the identification and transfer of structural information from a known system to a new and relatively unknown system. The productive use of analogy is often based on the recognition of some similarity in salient properties of the two systems, and not similarity in their structure, since the relevant structure of the target system is unknown. Examinations of analogical reasoning often ignore developmental questions of how children and adults acquire this mechanism, but such questions are crucial in terms

of their impact on instruction. Analogical reasoning is available to children as well as adults. What develops is not the analogical mechanism itself but the conceptual system upon which this mechanism operates. (A table of data and a figure are included, and 63 references are attached.) (RS)

ED 300 827 CS 211 586
Partridge, Susan
Language, Profoundly Metaphorical: Implications.
Pub Date—88
Note—14p.
Pub Type— Information Analyses (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Language Arts, *Language Usage, *Metaphors, Reading Skills, Teaching Methods
Since language is profoundly metaphorical, it is evident that metaphoric creation has held a place in the evolution of language and that people across all ages have contributed. Therefore, teaching children to interpret metaphors should have a place in all language programs for both the practical and aesthetic value it would afford them. Many scholars concerned with this issue have studied the problem in depth and have offered teachers various suggestions, above those found in basals, for helping children interpret metaphors. Among the suggestions are use of the salience imbalance theory, pertinent visual aids, brainstorming, feedback, commercial labels, television shows, and specific lesson plans and assignments. (MM)

ED 300 828 CS 211 588
Maxwell, Rhoda
Images of Mothers in Literature for Young Adults.
Pub Date—Mar 88
Note—7p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Literature, *Characterization, Employed Women, Feminism, Literary Criticism, Media Research, *Mothers, Parent Role, Secondary Education, *Sex Role, *Sex Stereotypes
Identifiers—Maternal Self Concept
To find out whether the portrayal of mothers in young adult novels reflects real-life mothers and the many social and political changes of the past 20 years, a study examined 33 books selected from Booklist. The books had to have realistic and contemporary settings and include a characterization of a mother. They were examined for attributes that would reflect how competent and responsible mothers were, if mothers were able to make thoughtful decisions, and if mothers were self-loving. In contrast to the one-sided portrayals of mothers in young adult literature of the 1950s, 60s, and early 70s, the fictional mothers in this study were characterized in a variety of ways. In the books examined 39% of the mothers worked outside the home (in a variety of jobs); about 30% were passive and/or unable to cope; many did volunteer work, had interesting hobbies, and had strong self-concepts; several had loving relationships with their husbands; none was idealized. Findings suggest that fictional mothers more closely reflect real-life mothers than was previously true. (SR)

ED 300 829 CS 211 589
Kirby, N. Riley, Jr. Kirby, Diana Gonzalez
Newspaper Research Information Resource Survey.
Pub Date—12 Apr 88
Note—54p.; Paper presented at the Newspaper Research Council Spring Conference (Monterey, CA, April 12, 1988). Small print in survey instrument.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, *Information Sources, *Information Utilization, Journalism, *Newspapers, Press Opinion, Surveys
Identifiers—*Journalism Research, Newspaper Research Council
To let newspaper researchers know the information sources used for various applications and the value of each of the sources, 122 Newspaper Research Council members were surveyed in February 1988 (with a 75% response rate). Questions concerned the frequency of use of various listed sources, and the value, location, and applications for each source. Results indicated that some sources, including "Media Records" and "Research Alert" and on-line databases, were not used by many researchers but were highly rated by those who did use them. The advertising department accounted for most of the researchers' time. Also, very few researchers used the resources of the newspaper library. (An annotated bibliography of handbooks, guides, yearbooks, newsletters, surveys, and trade journals used by newspaper researchers, 29 tables of data, and a copy of the survey are appended.) (MM)

ED 300 830 CS 211 590
Etchison, Craig
Literature without Lectures: An Approach That Works.
Pub Date—88
Note—14p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College English, Group Discussion, *Group Instruction, Higher Education, Introductory Courses, Journal Writing, *Literature Appreciation, *Peer Teaching, Reader Text Relationship, *Student Participation, Teaching Methods
Identifiers—Reader Response Criticism
To create an introductory literature course which helps students develop positive feelings about reading and confidence in their abilities to create viable meanings out of a text, an alternative to the standard lecture format or "Socratic" class discussion is needed. Formed from a variety of research, theory, and classroom experience, one alternative pedagogical design relies heavily on peer group work, integrates copious amounts of writing, focuses attention on the text, and is highly accepting of a variety of interpretations and responses to text. Each day, students bring to class a writing assignment focusing on the text to be discussed in class. In the assignment, students briefly summarize the literal meaning of the text, examine what the text may be implying, and make a personal response to the text based on their own experience and background. In class, the students are divided into four peer groups, and each group is given a different question to answer about the day's reading assignment. After 30 minutes working out their responses, a member from each group presents the group's response to the class. Grading is kept to a minimum, with a heavy emphasis on class participation. This student-centered approach engages students intellectually, develops a sense of community in the class, and encourages students to become thoughtful, independent readers. (MM)

ED 300 831 CS 211 591
Freeman, Mary G.
Medical Documentation: A Composition Concern for Now and the Nineties.
Pub Date—Feb 88
Note—14p.; Paper presented at the Annual Meeting of the Southeast Regional Conference on English in the Two-Year College (Louisville, KY, February 18-20, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Charts, Medical Case Histories, *Nursing Education, Postsecondary Education, Two Year Colleges, Writing (Composition), *Writing Instruction, Writing Skills
Identifiers—*Medical Documentation, Medical Records, Writing Contexts
Medical documentation is a form of writing rich with possibilities for composition instructors, for example, for instructors in two-year colleges teaching writing skills to practical nursing students. It is also a form of writing which could benefit dramatically from the application of recent composition research. Few medical documentation texts exist; most medical documentation learning takes place in clinical experience or on the job. Poor medical documentation can be dangerous, costly, and have legal ramifications since a patient's medical record constitutes a legal document. Critical observation is crucial to good medical documentation (especially in charting). Composition instructors already teach many of the same critical thinking skills that medical documentation requires. Close attention to the recording skills most useful to nurses would offer much the same improvement that research has provided composition instruction. (A selected annotated bibliography of 5 books and 12 articles on the subject is appended.) (SR)

ED 300 832 CS 211 593
Popkin, Susan M.
Graduate Students Writing in Education: Education 310: Professional Communication for Students in Education.
Pub Date—[88]
Note—24p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Descriptions, *Graduate Students, Graduate Study, Higher Education, *Writing Instruction, *Writing Processes
Identifiers—Writing Contexts, Writing Workshops
This report describes "Education 310," a course for the general graduate student population taught through Writing Programs for the Graduate School of Education at the University of California at Los Angeles (UCLA). The report describes the contexts and needs that prompted the course; reviews the influences and resources that suggested the course's design; explains the instructor's goals for the course; discusses the students' writing and revising strategies and the composing processes their texts underwent; recommends further enhancement of Education 310; and underscores the necessity for graduate student and professional writing courses based on this model. (Fifteen references are appended.) (MS)

ED 300 833 CS 211 594
Barwick, Joseph T.
Literature and Student Cognition.
Pub Date—Oct 88
Note—19p.; Paper presented at the Annual City Colleges of Chicago Literature Conference (3rd, Chicago, IL, October 14-15, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, College English, *Critical Thinking, Higher Education, *Literature Appreciation, Skill Development, Student Attitudes, Undergraduate Students
Identifiers—Thinking Skills
An important task for literature teachers is to develop students' capacity for abstract thinking so that it can be employed on problems at will and by choice. The first process of abstract thinking is one which enables a person to see a connection between A and B, including processes of cause/effect, making analogies, or making comparisons. Another type of abstract thinking is that which enables a person to see a relationship between A and B that yields C, which uses inductive and deductive reasoning, and produces inferences and conclusions. The third and final type of abstract thinking is the process that enables a person to understand A so that what is learned can be applied elsewhere, enabling a person to generalize. The study of literature is particularly well-suited to teach this cognitive skill, because the purpose of literature is to transcend the narrow boundaries of the story and find some essential meaning for all of humanity. Teachers need to break down the concept of cognition into its component parts, in order to develop more effective strategies for teaching abstract thinking. (MM)

ED 300 834 CS 211 595
Croker, Beverley
Words That Huddle Together. Reading Around Series No.3.
Australian Reading Association, Adelaide.
Report No.—ISBN-0-949512-20-6
Pub Date—Aug 88
Note—7p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, Elementary Education, *Elementary School Curriculum, Foreign Countries, Literary Genres, Literature Appreciation, *Poetry, Teaching Methods
Identifiers—Australia
This pamphlet describes 20 teaching ideas to incorporate poetry into the elementary school classroom. Topics included in this pamphlet are: (1) how to encourage a love of poetry; (2) how to introduce poetry to your class; (3) poetry and the senses; (4) poetry and the imagination; (5) poetry and the emotional experience; and (6) poetry and form. The pamphlet emphasizes that the poem should stand on its own merit and that these activities should not become gimmicky. The pamphlet argues that much will have been achieved if children come to see poetry as offering the most succinct language and the

most intense message: a genre in which, in the words of a six-year-old, words "huddle together." (RS)

ED 300 835 CS 211 596
Chandler, Carolyn Ebel
Newspapers Meet the Challenge: Literacy Handbook.
American Newspaper Publishers Association Foundation, Washington, D.C.
Pub Date—87
Note—27p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Adult Reading Programs, Functional Literacy, *Illiteracy, *Literacy Education, *Newspapers, Reading Skills
Identifiers—Literacy Campaigns
Designed to encourage newspaper involvement in adult literacy and to assist in launching newspaper literacy campaigns, this handbook complements the American Newspaper Publishers Association Foundation's slide/video media show. The handbook is in five sections: (1) The Challenge; (2) Why Become Involved in Literacy? (discussing personal and social costs, economic and business costs, and the impact on the future of newspapers); (3) Newspapers' Contribution; (4) Press To Read (a newspaper literacy campaign launched in 1986); (5) How To Start Your Newspaper Literacy Program (form a task force, decide extent of effort, and provide a focus: a newspaper workplace literacy program, a community-wide literacy project, or a literacy funding project). Three appendixes include information on literacy resource organizations, literacy resource materials, and state literacy rankings. (SR)

ED 300 836 CS 211 597
Snead, Jean Heinze
The Teaching of Revision: Case Studies of Three Eighth Grade Language Arts Teachers.
Pub Date—Oct 88
Note—203p.; Ed.D. Dissertation, National College of Education.
Pub Type— Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Case Studies, Classroom Research, Grade 8, Junior High Schools, Naturalistic Observation, Process Education, *Revision (Written Composition), Teacher Attitudes, *Theory Practice Relationship, *Writing Instruction, Writing Processes, Writing Research
Identifiers—Writing Attitudes
Observing the teaching of revision from the teacher's perspective, a study conducted case studies of three eighth grade language arts teachers who taught writing by a process approach, but who used different instructional techniques, comparing what each teacher believed and said about the revision stage with how she actually taught the process. The study used a qualitative research design, with data from in-depth teacher interviews and classroom observations supplemented by tapes of all conversations, observations and interviews, work written by students, and work sheets and other materials handed out by the teachers. The teachers observed were all from suburban school districts near a large midwestern city, and were recommended by writing professors who had conducted workshops in the teachers' school districts and by curriculum directors who had worked with teachers interested in writing instruction. Classroom observations were conducted on the average of four days a week, from October to the end of March. Findings indicated that teachers could be successful in teaching revision if they use available techniques, which can be reinforced by individual conferences, group sharing, team editing, and peer conferences. Findings also suggested that teacher attitudes and classroom roles had a great deal to do with how writing is taught and learned. (Two figures, five appendixes--including interview questions, teacher handouts, and other collected data--and 70 references are attached.) (MM)

ED 300 837 CS 211 598
Herrmann, Andrea W.
Desktop Publishing in High School: Empowering Students as Writers and Readers.
Pub Date—Nov 88
Note—21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (78th, St. Louis, MO, November 18-23, 1988).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Computer Uses in Education, High Schools, Student Publications, *Writing for Publication, *Writing Instruction
Identifiers—*Desktop Publishing
Desktop publishing (DTP) is growing increasingly popular in the writing classroom for several reasons. By using DTP, students gain experience in a variety of disciplines--writing, typesetting, graphic design, printing, and computing. DTP represents a revolutionary literacy tool for schools since it encourages students to create and publish manuscripts of a high professional quality. Yet DTP does not generally exist in schools, partly because of the expense involved and the computer expertise needed. Recently, however, two inexpensive programs that run on Apple II computers--TimeWorks' "Publish It!" and Springboard Software's "Springboard Publisher"--have been released, changing teachers' options completely. To keep computers and writing in a proper balance, DTP should be introduced in special courses designed to teach writing and desktop publishing, such as journalism courses, writing for publication courses, or literary magazine courses. DTP brings students into a new relationship with the written word. If DTP is introduced thoughtfully into the school curriculum, it can improve students' reading and writing skills, while providing opportunities for them to acquire a range of computer publishing abilities which are increasingly valued outside the classroom. (A list of DTP software publishers and mail-order houses, and several examples of DTP publications are appended.) (MM)

ED 300 838 CS 211 600
Nufrio, Ronald M.
English Literature: A Contract Grading Approach.
Pub Date—[89]
Note—19p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *Course Descriptions, Course Objectives, English Curriculum, *English Literature, Grading, Higher Education, *Individualized Instruction, Performance Contracts, Secondary Education
Based on the idea that a wide range of individualization in the classroom is necessary to both stimulate the students and to meet their needs, this paper presents a complete course in English Literature based on the learning contract system. Included in the paper are a course outline with the objectives and the rules for the class; a title page for listing assignments; and assignment topics for the Anglo Saxon Age, Medieval Age, Elizabethan Age, Seventeenth Century, Eighteenth Century, Romantic Age, Victorian Age, and Modern Age. Three different formats are suggested in the paper. These formats provide a variety of activities to encourage creativity from the students and interaction with the teacher. The paper stresses that any format can be used for any of the major literary periods in English literature. (RS)

ED 300 839 CS 506 391
Loomis, Amy
True North: Cultural Images of an American Hero.
Pub Date—Nov 88
Note—23p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988). Appendix may not reproduce legibly.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Codes of Ethics, Communication Research, Cultural Traits, *Discourse Analysis, Hearings, Mass Media Role, Officer Personnel, Patriotism, Persuasive Discourse, *Rhetorical Criticism, Rhetorical Invention
Identifiers—Congress, Heroes, *Iran Contra Hearings, *North (Oliver)
In a televised performance which far surpassed that of any other witness in the Iran-Contra hearings of 1987, Lieutenant Colonel Oliver North came to the attention of Americans as a "national hero." To illustrate how North was able to portray himself as the hero/victim and to explore the ways in which he was able to transform the context of his defense from that of courtroom to that of a stage by invoking and manipulating a culturally based and nationally recognized set of symbol systems, this study analyzes North's July 7, 1987, speech to the select committees of the House and Senate. North's speech accomplished this transformation through its invocation of a code of honor, its use of cultural motifs, and its manipulation of a national ideological heritage. The dynamics of this code of honor and North's ability to portray himself as a victim of the proceedings facilitated the creation of ideal personal and political images. By reframing the hearings to adhere to the norms and symbol systems of a code of honor, North created a high context form of discourse which ultimately changed his surroundings from a court of law to a stage on which a heroic epic was being enacted under the sponsorship of American patriotic idealism. (One appendix reprinting North's opening statement at the hearings and 18 references are attached.) (MS)

ED 300 840 CS 506 395
Crouse, Janice Shaw Crouse, Gilbert L.
The Hidden Other Within: An Alternative to Psycho-Biological Interpretations of Intrapersonal Communication.
Pub Date—Nov 88
Note—20p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beliefs, *Cognitive Processes, *Communication Research, Ethics, Individual Development, Interpersonal Communication
Identifiers—*Intrapersonal Communication, Will Power
Communication scholars have only recently begun to consider internal processes of thought as essential components of interpersonal communication. In 1964 a reorientation of thinking to include intrapersonal processes as integral to the communication process was first urged. The "hidden other" refers to the wellspring of the mind and its role in intrapersonal communication. Intrapersonal communication is dominated by interpretations of the events that happen and the incoming data that the individual assimilates. Intrapersonal communication is influenced by the memories that are stored, the emotions that drive the individual, and the will that can be summoned to bear on the situation at hand. In addition, there is considerable mutual influence going on between the emotions, memories, interpretations, and intrapersonal communication. Those interactions determine what is dominant in intrapersonal communication. Therefore, self-talk must be governed by a compass point of faith and ethics that will reveal the distorted memories, damaged emotions, weak wills, and false interpretations that prevent us from seeing things as they really are and negatively influence the ways we talk to ourselves. Will, alone, is insufficient to enable the individual to see truth clearly. The spotlight of faith must go one step further. It is not enough merely to see the truth; faith must link up with will to enable the individual to do the right thing regarding that truth. (Thirty-four references are attached.) (RAE)

ED 300 841 CS 506 415
Chipman, Susan F.
Visual Knowledge.
Pub Date—Apr 87
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Illustrations may not reproduce well. Illustrations are best reproductions available.
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Research, Comprehension, Technological Advancement, Visual Aids, *Visual Learning, Visual Literacy, Visual Perception
Identifiers—*Visual Communication Education
Visual knowledge is an enormously important part of our total knowledge. The psychological study of learning and knowledge has focused almost exclusively on verbal materials. Today, the advance of technology is making the use of visual communication increasingly feasible and popular. However, this enthusiasm involves the illusion that visual communication is transparent and overcomes problems of comprehension. The effort to understand how visual media can be used effectively in educational communication returns to the most basic and general questions about how visual information is coded and processed. Everything that is learned in the history of research on vision is relevant to the

understanding of effective visual representation. Some of the gaps in knowledge are made more evident when this problem is analyzed. As yet, for example, there is not much to say about the kinds of visual comparison processes or perceptions of relationships that are involved in using graphs to answer questions about the information they represent. A kind of deep unity is emerging in what had been some very disparate areas of investigation–abstract pattern perception, graph reading, imagery, spatial ability–a unity that arises from the common involvement of a perceptual system that evolved to serve particular functions. Hypothetical though it may be, this source of unity can guide researchers in more fruitful and systematic investigations than has been seen in the past. Visual knowledge builds on a very powerful perceptual apparatus, but it is knowledge nevertheless, and it continues to grow and develop throughout life. (Twenty-five references and 18 photocopies of slides are attached.) (RAE)

ED 300 842 CS 506 441
Hochel, Sandra
Fundamentals of Teaching Oral Language Improvement: Guidelines and Exercises for Public Communication Teachers.
Pub Date—Nov 88
Note—14p.; Paper presented at the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, *Language Patterns, *Oral Language, Speech Communication, *Speech Curriculum, *Speech Instruction, Teaching Methods
Identifiers—Self Monitoring
Speech communication teachers can assist students in gaining more facility with language by helping them become active learners or problem solvers through: (1) experiencing an event; (2) reflecting on this experience which leads to (3) the formation of abstract concepts and generalizations about what has been learned; and finally (4) incorporating and using those concepts by actively experimenting with them. The best way to help students become more aware of their own language and to learn to assess its effectiveness is to have students hear and see their own discourse. Instructors might audio tape samples of student speeches. The students are then given evaluation forms which they must complete while listening to the tape of their own speech. In addition to listening, students are required to make a transcript of all of their utterances used in an oral assignment. Without exception, when the students made and analyzed a transcript, they became aware of their problems. Other assignments use group work and mini-speeches to develop descriptive powers. The teacher's job is to help students learn to use language more effectively, to involve the students actively in the learning process. Instead of doing all the reflection and conceptualization for the students, the teacher must help them to learn to self-assess and extract learning principles from this assessment. (Two appendixes containing a sample self-assessment form and sample designs for an exercise are attached.) (RAE)

ED 300 843 CS 506 445
Chen, Guo-Ming
A Comparative Study of Value Orientations of Chinese and American Families: A Communication View.
Pub Date—Nov 88
Note—36p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Communication (Thought Transfer), Communication Research, Comparative Analysis, Cultural Background, Cultural Context, *Cultural Differences, Family History, *Family Role, *Family Structure, Foreign Countries, Interpersonal Relationship, Kinship, Power Structure, *Values
Identifiers—Americans (United States), Ancestor Worship, China, Chinese People, *Cultural Values, *Value Orientations
Because an understanding of the cultural value orientation leads to more effective communication with people from different cultures, this paper examines how the difference of cultural value orientations affects the communication process. The paper explores the dissimilarities of value orientations between Chinese and American families from the perspective of communication. The paper focuses on five sets of cultural value orientations of the family: relational orientations, positional role behavior, authority, kinship, and ancestor worship. Chinese and American families are compared and contrasted for each set. The paper concludes that: (1) there is a close relationship between human language and culture; (2) proverbs are useful to illustrate the cultural value orientations within the Chinese family system; (3) present intercultural communication research pays too much attention to the communication process and ignores the concept of culture itself; (4) when studying cultural value orientations, a person should understand several inherent limitations; and (5) cultural value orientations change over time. (Eight figures are included, and 12 references are appended.) (MS)

ED 300 844 CS 506 452
Swanson, Charles H.
Teachers as Listeners: An Exploration.
Pub Date—Mar 86
Note—30p.; Adapted from a paper presented at the Annual Meeting of the International Listening Association (7th, San Diego, CA, March 13-16, 1986).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classroom Communication, Communication Skills, Inservice Teacher Education, *Listening, Listening Skills, *Models, Preservice Teacher Education, Teacher Role, Teaching Skills
Identifiers—Listening Strategies
Listening is one of the most crucial skills in the classroom for student as well as teacher, yet both students and teachers are left to their own devices in learning this skill. Since the vast majority of learning in school requires extensive and intensive listening abilities, students must be assured the skill with which to listen and learn. Teachers must also be effective listeners, but they cannot practice what they have not been taught. Few preservice or inservice teacher training programs incorporate listening into their programs. The foundation for listening instruction is found in the process model prevalent in current listening literature and is grounded in a continuum of listening stances, from defensive to supportive. This model offers students and teachers a perspective from which they can identify their classroom responses, locate their stance and determine how to modify their listening to achieve a supportive classroom. (Five figures of data are included; and 50 references and an appendix containing a survey of textbooks on teachers as communicators are attached.) (RS)

ED 300 845 CS 506 455
Russell, Jonathan G.
A Pilot Study Measuring Moral Maturity among Technical Communication Students.
Pub Date—Jan 88
Note—82p.; Master's Thesis, University of Minnesota.
Pub Type— Reports - Research (143) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Students, Educational Research, *Ethical Instruction, Ethics, Higher Education, *Moral Values
Identifiers—Technical Communication
A pilot study sought to determine whether an ethics course had an impact on the moral maturity of college students in technical communication. Two groups of students from Drexel University (Pennsylvania) and the University of Minnesota (one group of nine with a previous ethics course, and one group of seven with none) were presented with a hypothetical case involving a moral dilemma, and wrote essays about what they would have done, if they were a technical communication manager, to resolve the conflict. Holistic scoring showed that students with a prior ethics course had both the highest scores in moral maturity and the highest word frequencies in their essays, suggesting that the ethics course may have had a favorable impact. (Four appendixes include scoring sheets, student responses, the ethics course syllabus, and a review of the literature in ethics education. One hundred forty-eight references are attached.) (SR)

ED 300 846 CS 506 456
Melkote, Srinivas R.
Revealing Communication Constraints in Extension Communication Strategies: A Case Study of a Project under the World Bank's T & V System, India.
Pub Date—Nov 88
Note—31p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agricultural Education, Case Studies, *Communication Problems, Communication Research, *Comprehension, *Developing Nations, Economic Development, Extension Agents, *Extension Education, Foreign Countries, Mass Media Effects, Rural Environment
Identifiers—Communication Context, India, *Message Perception, World Bank
A study looked at an agricultural extension project in south India to examine comprehension of the extension team's intentionality by the poorest farmers. Subjects, 50 farmers in the village of Porandla in the state of Andhra Pradesh, were interviewed and measured to see if their knowledge and comprehension approximated a constant across all receivers. The results showed that the source was not very successful in achieving isomorphism of intent with receivers. The distribution of comprehension scores revealed both low comprehension and a great variability in those scores across all farmers. Results suggest that if the objectives of the source are to be served, then it is crucial to study the message code, structure, and treatment to determine the extent to which it is capable of producing uniform and adequate comprehension of the source's intentionality within receivers. Unless the comprehension approximates uniformity across all potential receivers, the variance in the ensuing decision which may result in variance in behavior, i.e. adoption or rejection of an innovation, will not be adequately explained. Findings, therefore, suggest a reorientation in development communication research from a study of overt behavior as the dependent variable to an examination of receiver comprehension of source messages that may be producing that behavior. (Twenty-six references are attached, and five tables are included.) (RAE)

ED 300 847 CS 506 458
Alex, Nola Kortner
Using Newspapers as Effective Teaching Tools. ERIC Digest No. 10.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Citizenship Education, Consumer Education, Elementary Secondary Education, Higher Education, *Instructional Materials, *Newspapers, *Reading Materials
Identifiers—ERIC Clearinghouse on Reading and Commun Skills, *Newspaper in Education Program
Use of the mass media as a teaching instrument in the classroom has increased considerably at all grade levels in the past few years. The newspaper is the most widely used of the media, the direct result of a national campaign by publishers, known as "Newspapers in Education" (NIE). This initiative encourages the use of newspapers as an educational tool both to complement and to supplement traditional classroom texts and resource materials. There are a number of ways teachers can use newspapers to teach comprehension and critical thinking and to help students develop sensitivity and awareness of the self, the community, the nation, and the world. Some teachers have developed classroom materials using the newspaper for specialized instructional purposes, while others employ the newspaper as a foundation for law-related courses. Still others have devised a newspaper course for older students that helps prepare them for effective citizenship in an independent world, providing instruction in global concepts such as economic interdependence, the migrations of people, environmental independence, cultural diffusion, the communication revolution, and cultural diversity. Newspapers can also prove to be beneficial for teaching adult education students and learning disabled students. For readers at all

levels, the newspaper can be a versatile tool to obtain useful and interesting information while developing an individual's ability to read. (MS)

ED 300 848 CS 506 459
Alex, Nola Kortner
Using Film, Video, and TV in the Classroom. ERIC Digest No. 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062001
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Films, Higher Education, *Instructional Materials, Interdisciplinary Approach, *Mass Media Role, *Television, *Videotape Recordings
Identifiers—ERIC Clearinghouse on Reading and Commun Skills
Teachers have long used the media–and particularly film–to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and (because of videocassette recorders) they are now considerably more accessible and less cumbersome to use. Film can be used as an adjunct to almost any discipline and is particularly effective in teaching different kinds of learners. Film can link disciplinary perspectives, can serve very specific courses and units, and can target and motivate writing. The mass media are an integral part of the environment in which today's students learn to read, write, listen, speak, and make meaning of their lives. This is a major reason that a properly designed course of instruction can use film to channel a student's enthusiasm and route it to an academically useful goal. (MS)

ED 300 849 CS 506 461
Cunha, Victoria
The Medium Is the (Rock) Message: A Mythic Comparison of Woodstock and Live Aid.
Pub Date—Nov 88
Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Concerts, *Mass Media Role, *Music, *Mythology, *Popular Culture, Television
Identifiers—*Live Aid (Concert), Media Coverage, Media Imagery, Rock Music, *Woodstock (Concert)
In order to explore whether the medium employed to promote a given event also helps to shape the accompanying myth which is attached to any significant happening, it will be useful to compare the two rock concerts, 1969's Woodstock and 1985's Live Aid. One difference is the way in which the two concerts were organized, promoted, and executed; Woodstock being for "peace and music," Live Aid designed for famine fund-raising. It is also useful to expand upon the notion of the mythic qualities of Woodstock, how Live Aid attempted to capitalize on those, and the ultimate differences in the two events that were enhanced by the respective mass media used to advertise and immortalize both concerts. The comparison shows that Live Aid failed to attain Woodstock-like status in spite of its lofty aims and achievements because the concerts are the emblems of two different generations, as well as the embodiments of two different philosophies. (Twenty-six footnotes are included.) (MS)

ED 300 850 CS 506 462
Barefield, Paul A.
The Republican Keynote Speech: 1988.
Pub Date—Nov 88
Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Mass Media Role, Persuasive Discourse, *Politics, *Presidential Campaigns (United States), *Public Speaking
Identifiers—*Keynote Speakers, Political Parties, *Political Party Conventions, Political Rhetoric, Republican Party, Rhetorical Effectiveness, Rhetorical Strategies
From their inception in 1856, the ultimate purpose of national political conventions and also the speechmaking at the conventions, have undergone significant changes. The role of the keynoter is gradually becoming more clearly defined by the dictates of tradition and precedent. Whereas the earliest keynoters were relatively free to discuss anything from platform issues to pansies, the modern keynoter must deliver a keynote speech that at least approximates that anticipated by the immediate and greater audience. The problem is that the role of the contemporary keynoter is confused–or at least obfuscated. At the 1988 Republican Convention at New Orleans several speakers orated in the keynoter format. The noisy setting, the disruptions, the inattentive delegates, and the intrusive media all contributed to the relative ineffectiveness of Govenor Thomas H. Kean's keynote speech. The weakness of the speech was not in the speech, but in the milieu. Still, there were several notable strengths. Gov. Kean used the party heroes and "characters," attacked the opposition, utilized an audience refrain, and made effective use of transitions and other partitioning devices. (Twenty-four footnotes are included.) (MS)

ED 300 851 CS 506 463
van Gelderen, A.
Differential Rating of Performance on Oral Tasks in a Large Scale Survey in the Netherlands.
Pub Date—Apr 87
Note—19p.; Paper presented at the International Oracy Convention (Norwich, England, April 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Research, *Construct Validity, Elementary Education, Foreign Countries, Models, Reliability, *Speech Communication
Identifiers—Netherlands
At the Educational Research Centre (S.C.O.) in Amsterdam, a study determined the applicability and construct validity of ratings of speaking performances by examining tape-recordings of subjects in four dimensions. Subjects were 200 pupils of 11 and 12 years of age, and performances on four different oral tasks were investigated. The rating dimensions–defined as main functions of speaking–were reference, delivery, fluency and articulacy. Each main function was represented by a rating category that was selected in a pretest. Inter-rater reliabilities, correlations between panel ratings–within and between tasks–were calculated and some hypothetical models for correlations between ratings were tested. Results indicated that performances on two oral tasks were rated on the four dimensions in a meaningful way. Performances on the other tasks were rated in such a way that only reference and articulacy were meaningfully differentiated. Furthermore, ratings on articulacy correlated highly between tasks, whereas ratings on reference correlated relatively weakly between tasks. (Five tables of data are included, and 12 references are attached.) (RAE)

ED 300 852 CS 506 464
Leroux, Neil R.
"Iron Shapes Iron": The Rosenstock-Huessy/Rosenzweig Correspondence.
Pub Date—Nov 88
Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Christianity, *Dialogs (Language), *Interpersonal Communication, Jews, *Letters (Correspondence), *Persuasive Discourse, Speech Communication, *Verbal Communication
Identifiers—*Rosenstock Huessy (Eugen), *Rosenzweig (Franz), Theology
Douglas Ehninger and Wayne Brockriede have both proposed the possibility of "arguers-as-lovers." To get a better idea of how this "lover" stance might actually look, an examination of two individuals engaged in arguing would be useful. The written correspondence between two young scholars, Eugen Rosenstock-Huessy (a Christian) and Franz Rosenzweig (a Jew), written from their respective situations in the German army during World War I, proves to be a robust, loving, fertile dialogue between personal friends whose theological positions have often been characterized as mutually antagonistic. As a personal scholarly enterprise of inquiry, correction, and encouragement this correspondence reflects elusive yet promising tendencies as an enterprise of human interaction and reveals persons in process more than positions in conflict. Two themes support this thesis–the first theme shows a high degree of investment of each person with the other, which nourishes and strains the dialogue. This investment is manifested not only in the backgrounds of the person and the situation of the correspondence, but also in specific features of the letters. A second theme develops around the structural variety of the letters. The results of this critical dialogue can help in understanding the arguing process. For the two writers, instead of its being a "place to stand," it became a way to dwell together. (Fifty-nine notes are included.) (MS)

ED 300 853 CS 506 465
Holzman, Lois
Meaning as a Therapeutic Variable.
Pub Date—Aug 88
Note—10p.; Revised version of a paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clinical Psychology, *Counseling Theories, *Developmental Psychology, Educational Psychology, Helping Relationship, Higher Education, *Psychotherapy, *Therapists
Identifiers—*Social Therapy
While established approaches to therapy help the individual adapt to an essentially fixed world, Social Therapy (a 15-year-old clinical, educational, and developmental psychology practiced in clinics and private practices in New York, Boston, and other cities, with applications to crisis, the epidemic of abuse, and educational failure) seeks to adapt people to history as the totality of human existence. In Social Therapy, the patient is the client, along with the world, and the relationship between them; the task is to help produce changes in this relationship. It is an investigation of the relationship between the production of emotions and the production of the language used to talk about emotions, as they interrelate within the total environment of the interrelationship of productive histories. (SR)

ED 300 854 CS 506 466
Prentice, Diana B.
The Commission on Presidential Debates: A New Approach to Political Debates or Just a New Sponsor?
Pub Date—Nov 88
Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Debate, Persuasive Discourse, *Political Candidates, *Political Power, *Presidential Campaigns (United States), United States History
Identifiers—*Commission on Presidential Debates, Democratic Party, League of Women Voters, *Political Parties, Republican Party, Sponsors, Voter Education
To grasp what happened to the institutionalization of presidential debates in 1988 it will be useful to ask what is the future of party sponsorship of presidential debates. Given that sponsorship has been an issue discussed after every debate since 1960, either from a legal perspective (i.e. who can sponsor and remain in compliance with Federal Communication Commission regulations) or from the perspective of who can best produce debates, the formation of the Commission on Presidential Debates in 1987 could be viewed as an idea whose time had arrived. A comparison of the goals for the commission and the actual events that occurred during the 1988 presidential campaign indicates that the commission did not succeed fully in achieving its mission. There were debates, but not as many or on the dates and in the places scheduled. There are several reasons why the debate over the debates occurred again in 1988: a struggle between the Commission and the League of Women Voters over sponsorship; the candidates themselves; and politi-

cal realities. The fact that the debates did occur moves presidential debates one step closer to being institutionalized. The commission did not achieve all of its goals, but a mechanism is now in place which can coordinate research and planning to improve future debates. (Thirty-four notes are provided and an appendix includes a listing of the commission's board of directors and advisory board members, and the criteria for determining third party candidates' debate participation. (MS)

ED 300 855 CS 506 467
Simon, Todd And Others
FCC Broadcast Content Regulation: Policymaking in a Vacuum.
Pub Date—Jul 88
Note—42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (71st, Portland, OR, July 2-5, 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Broadcast Industry, Broadcast Television, *Federal Regulation, Mass Media Effects, Media Research, Policy Formation, *Public Policy, Radio
Identifiers—Broadcast History, Broadcast Journalism, *Content Regulation (Broadcasting), Fairness Doctrine, *Federal Communications Commission, Media Government Relationship
The history of the Federal Communications Commission's content regulation of broadcasting is a history of policymaking in a vacuum. A review of the literature reveals that no one has yet attempted to show whether the Fairness Doctrine results in poorer or better broadcast journalism. To remedy this, content regulation should be explored from historical, legal, evidentiary, and analytic perspectives. After viewing broadcasting content regulation from these perspectives, one fact is highlighted: no one has done a good job of justifying content regulation. It is clear from a review of content regulation that public policy must be based on evidence to be supportable. (Ninety-five footnotes are appended.) (MM)

ED 300 856 CS 506 468
Kennedy, Robert L.
Individual and Small Group Interaction: A Review of the Literature.
Pub Date—Dec 88
Note—12p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Research, *Group Dynamics, Group Experience, Interpersonal Communication, Participant Characteristics, Performance Factors
Identifiers—Group Characteristics, *Small Group Communication
A review of the research studies of individual and small group interaction suggests ideas for enhancing the effectiveness of group performance. The more salient aspects include collaboration, commitment, and interaction of group members. The key seems to be the dynamic role of interaction in the group structure. The degree to which the group members support each other as they work together correlates strongly with the degree to which the group performs effectively. (Twenty-six references are attached.) (MM)

ED 300 857 CS 506 469
Michal-Johnson, Paula
College Students Talk about AIDS: A Methodological Study of Sensitive Issues.
Pub Date—Apr 88
Note—21p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *College Students, Communication Research, Higher Education, Interpersonal Communication, *Interpersonal Relationship, *Research Methodology, Surveys
Identifiers—*Sensitivity Analysis
To explore the issue of sensitivity as it affects researchers, and to determine if the standard norms for talking about intimate issues in romantic relationships would be true of the Acquired Immune Deficiency Syndrome (AIDS) phenomenon, a pilot study surveyed 246 undergraduates from a medium-sized Mid-Atlantic university who were enrolled in introductory public speaking courses. Open-ended questions asked students to think of specific instances when they talked about AIDS in romantic relationships, did not talk about AIDS in romantic relationships, and used indirect strategies to gather information about potential intimates. The last question asked participants to evaluate whether AIDS had made a difference in the ways they date. The Conflict Resolution Inventory developed by McFall and Lillesand was also administered to measure a general level of assertiveness. Results indicated that the questions demonstrated various levels of sensitivity, and that the issue of AIDS was being addressed by at least half of the students in the sample. (MM)

ED 300 858 CS 506 470
Detweiler, John S.
Excellence in Public Relations: Lesson from Larry Speakes.
Pub Date—Oct 88
Note—41p.; Paper presented at the Annual Meeting of the Public Relations Society of America (Cincinnati, OH, November 13-16, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Codes of Ethics, *Confidentiality, *Credibility, Ethics, Media Research, *News Media, *Public Relations, Standards
Identifiers—*Media Government Relationship, Press Releases, Press Secretaries, Public Relations Society of America, Quotations, *Speakes (Larry), Truth
Former presidential press secretary Larry Speakes' confession that he manufactured a quote for President Reagan at the November 1987 summit in Geneva, Switzerland, created a firestorm which cost Speakes dearly, raised serious problems about the ethics of public relations practitioners, and contained broad implications for the profession. A study examined: the contrast between the ethical practices of journalists and public relations practitioners in terms of their perceptions of "truth" and "confidentiality"; the conflicting theories on measurement of public relations effectiveness on the premise that "you achieve what you seek to measure"; and the implications of the Speakes controversy for public relations ethics. Information packets on the Speakes controversy and on public relations measurement and evaluation were obtained from the Public Relations Society of America (PRSA) Information Center. These items were contrasted with several papers on measurement presented at research sessions for either the Association for Education in Journalism and Mass Communication (AEJMC) Public Relations Division or the PRSA Educators Section. The findings suggest that (1) if PRSA had practiced cognitive consistency –taking into consideration existing beliefs–it would have emphasized the "loyalty" items in its Code to condemn Speakes' actions rather than its "truth" items; and (2) both Speakes and PRSA may have been led to take self-defeating actions because they were thinking of short-term, narrowly focused benefits rather than of the larger picture. (Thirty-four references are listed. (MS)

ED 300 859 CS 506 471
Hudson, Timothy J.
Television News Imagery: A Hierarchy of Diegetic Mediation through Viewer Positioning.
Pub Date—26 Mar 87
Note—21p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Dallas, TX, March 26, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audience Analysis, Audience Awareness, *Audience Response, Broadcast Television, *Commercial Television, Ethics, Imagery, Mass Media Effects, *News Reporting, Television Research
Identifiers—*Television News
The ways in which, and the extent to which, changes in viewer positioning mediate the diegesis of commercial television news is problematic, since television news is generally considered to be "non-fiction." Diegesis can be defined as the depicted real-world. The choices made in depicting the scene have implications as to the positioning of the viewer. A direct address depiction might have a narrator telling what happened. Indirect address might be the live "raw" images of the event, without commentary, but with "natural" sound from a remote microphone. News producers perceive the more diegetic production elements as more influential or persuasive. Thus, the economics of television require that "informational" programming avoid controversy, and when forced to deal with it, do so in an innocuous way. For this reason, highly diegetic positioning elements in news stories about controversial policy issued or international affairs are rarely seen. There has also developed a sense of journalistic ethics about positioning techniques. It would follow that the less diegetic the level of imaging, the more honest, more ethical the material. However, everything brought to the viewer on the evening news has been subjectively selected, edited, and manipulated. The paper closes with the question: "if this mediated material is presented in such a way as to feign a 'That's the way it is' diegesis, is the viewer then, being positioned as a dupe?" (Sixteen references are attached and one figure is included.) (RAE)

ED 300 860 CS 506 472
Schnell, James A.
Applied Interpersonal Communication in a Cross-Cultural Context: The Use of Interpreters as an Interrogation Technique When Interviewing Spanish Speaking Individuals.
Pub Date—[88]
Note—12p.; Best copy available.
Pub Type— Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, Cultural Context, Foreign Countries, *Interpersonal Communication, *Interpreters, *Questioning Techniques, *Spanish Speaking
Identifiers—Central America, *Interrogation Techniques
Interrogation of Spanish speaking sources by English speaking interrogators continues to be a realistic scenario due to continued United States involvement in Central America. The use of bilingual interpreters, when applied correctly, enhances applied interpersonal communication in this cross-cultural context. Analysis of the interrogation situation evidences the need for interpersonal sensitivity by the interrogator. There are verbal and nonverbal communication elements which are central to a successful interrogation using an interpreter. A primary verbal concern deals with the approach used by the interpreter to convey interrogator statements. Nonverbal concerns deal with vocalic (tone of voice, inflection, and intent), proxemic (the physical arrangement of the three individuals), eye contact, and kinesic (body movements) considerations. The interpreter needs to serve as a bridge of understanding, verbally and nonverbally, between the interrogator and source. (MM)

ED 300 861 CS 506 473
Winsbrenner, T. C.
Musical Visions: Fantasy Theme Analysis and the Study of Popular Music.
Pub Date—Nov 88
Note—18p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audience Response, Cultural Context, Higher Education, Mass Media Effects, Media Research, *Music, Rhetoric, *Rhetorical Criticism, *Songs
Identifiers—*Fantasy Theme Analysis, Mimetic Discourse, *Popular Music, Rhetorical Theory
Fantasy theme analysis (as propounded by Ernest Bormann) has tremendous potential as a tool for investigation of popular music as a rhetorical transaction–specifically, popular music as mimetic discourse. The early tradition of the rhetoric of music focuses on music as a persuasive medium, deriving rhetorical value from the way discourse affects audiences. However, an equally compelling case can be made for music as mimetic discourse, deriving rhetorical value from the way music reflects audiences, and examining the relationship between substance and audience. Fantasy theme analysis presents a description of rhetorical transaction which offers insight into the relationships between the content of public expression and the visions people share. Popular songs express personal fantasies which have gone public. Audiences who accept popular songs

find in them psychodynamic common ground which bonds participants into a rhetorical community. Song texts provide an excellent means for the investigation of the psychological processes of the people who share a culture. (Thirty-seven notes are included.) (SR)

ED 300 862 CS 506 475
Jones, Don Paul
On the Relationship of the Descriptive, Normative and Pedagogical in Argumentativeness Research.
Pub Date—Nov 88
Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Research, *Persuasive Discourse, Research Design, *Research Problems, Theory Practice Relationship
Identifiers—*Argumentativeness
Although research on argumentativeness appears to confirm the centuries-old "commonsense knowledge" that successful arguers enjoy arguing and are adept at remaining "cool and rational" during an argument, the empirical research itself is based on normative assumptions that underlie this Cartesian "commonsense knowledge." Normative judgments have informed the direction of inquiry and the results of descriptive research, which in turn support and extend the original normative judgments. An analysis of the conceptualization and research on argumentativeness reveals the following normative and pedagogical implications: (1) the success or failure of argumentation lies in the perception of the arguer; (2) argumentativeness apparently is a learned skill as well as a trait; (3) high trait argumentativeness is desirable in that it is correlated with many positive attributes such as flexibility, interest, expertise, dynamism, willingness to argue, and argumentative skill; (4) high trait argumentativeness has only a few undesirable correlations such as verbosity and possibly limited desirability and effectiveness in nonargumentative situations (although research has not yet investigated this line of inquiry); and (5) high argumentativeness is associated with people having a masculine (instrumental) sex-role orientation. Yet analysis reveals that these implications were implicitly present in the choice of basing argumentativeness research on traditional rather than contemporary argumentation theory. It is important to question these underlying normative/pedagogical assumptions in order to continue inquiry with the most reasonable and acceptable normative assumptions available. (Fifty references are appended.) (MM)

ED 300 863 CS 506 476
Reynolds, Cecelia
Schoolmarms and Tokens: Outdated Images for Women in Education.
Pub Date—Mar 88
Note—12p.; Paper presented at the Annual Meeting of the Popular Culture Association (18th, New Orleans, LA, March 23-26, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, *Cultural Images, Educational Research, Elementary Secondary Education, Females, Foreign Countries, Interviews, *Sex Stereotypes, *Teacher Role, *Women Faculty
Identifiers—Canada, *Organizational Culture
Two powerful images for women as teachers and principals, the schoolmarm and the token administrator, were discerned in a study which analyzed the life histories of 24 women and men working in elementary or secondary schools in Toronto, Canada between 1930 and 1980. These two images have contributed to a continued pattern of underrepresentation for women in school administration. The paper argues that it is not part of the nature of things that men should manage while women teach in the schools-rather this division of labor in schools has developed over time through social negotiation and conflict. Clarification of some of the elements of that negotiation and conflict will help to understand more clearly how cultural factors can inhibit and foster change and how the images of women as schoolmarms and tokens have functioned to maintain patriarchal traditions in school culture in the past. A number of initiatives indicate that Canadian schools are entering a period ripe with potential for changes in regard to men's and women's roles in schools. Presently some provinces have begun pay equity legislation. In other places government funding is fostering employment equity policies and programs. However, sufficient recognition of the power of cultural images and the need to understand the social processes whereby such images can be changed are necessary for boys and girls to learn how to recreate their roles in new and powerful ways which could be beneficial to society. (MS)

ED 300 864 CS 506 477
Ochs, Donovan J.
Cicero and Disjunctive Persuasion.
Pub Date—Nov 87
Note—13p.; Paper presented at the Annual Meeting of the International Society for the Study of Rhetoric, American Branch (Boston, MA, November 5-8, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Logic, *Persuasive Discourse, Political Influences, *Rhetorical Criticism, *Rhetorical Invention, Speech Communication
Identifiers—*Cicero, Critical Analysis, Disjunction, *Disjunctive Syllogisms
In his analysis of Cicero's "Philippics," Cecil Wooten (1983) describes the strategy the Roman advocate used in a rhetorical situation of national crisis as a contest of black and white, the struggle of good against evil; at stake is the very existence of the civilization that he is defending. Choices offered in crisis situations can be viewed in terms of the severity of the crisis and whether the moment of actual crisis is proximate or remote. In analyzing the logic and psychology of disjunctive reasoning, and in illustrating the analytic framework in Cicero's Fourth Catalinarian, some tentative generalizations about crises and rhetorical discourse framed in disjunctive forms can be made. Cicero used the weak disjunctive form because the form necessarily reduces and restricts an auditor's field of selection to a choice between two options. Cicero was a forensic specialist trained in a genre of oratory inherently marked by duality of choice. The weak disjunction directs an auditor to accept both options, possibly making him or her more ready to accept or comply with a real choice in a proximate moment of crisis when the disjuncts are mutually exclusive. (RAE)

ED 300 865 CS 506 479
Schnell, James A.
Using the Developmental Speech Sequence Model for Public Speaking Instruction in Technical Education: A Cross-Cultural Application with Students in the United States and People's Republic of China.
Pub Date—[88]
Note—15p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Cultural Studies, *Cultural Context, Foreign Countries, Higher Education, *Public Speaking, Skill Development, *Speech Instruction, Student Evaluation, Teaching Methods, Technical Education
Identifiers—China, *Developmental Speech Sequence Model
The Developmental Speech Sequence Model (DSSM), based on a developmental approach designed to overcome deficiencies in public speaking, offers students guidelines for speech delivery but not at the expense of spontaneity. While some approaches provide step-by-step direction or are more abstract, the DSSM builds developmentally through a series of sequential steps. The DSSM can be used for both informative and persuasive speaking, and can be adapted and used in different contexts. For example, the educational system in the People's Republic of China does not emphasize creativity and independent thinking nearly as much as does the American educational system. However, the DSSM was used effectively at Northern Jiaotong University, a school emphasizing technical education. The primary modification in this situation involved more lengthy explanations for each step of the process and what students needed to do to meet the speech objectives. This approach was especially developmental as it not only provided direction for effective speechmaking, but it also helped students develop their application of original ideas. (MM)

EA

ED 300 866 EA 020 112
Lanier, Mark W.
Educational Excellence and Potential Dropouts: Theory, Research, and Policy Implications.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0001
Note—38p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Academic Failure, Dropout Prevention, *Dropout Rate, *Dropout Research, *Educational Change, Educational Improvement, *Educational Quality, Educational Trends, Elementary Secondary Education, *Excellence in Education, High Achievement, Success
This paper suggests that the current wave of educational reform carries with it a conception of "excellence" derived from concern for the productivity of the nation's human potential. First, differing concepts of excellence are addressed, followed by a discussion of recent educational reforms that are perceived as threats to students who are at risk of dropping out. Finally, policy implications of this discussion are considered. Sixty-nine references are included. Appended is a summary of excellence reforms perceived as threats to at-risk students in member states served by the Appalachia Educational Laboratory and a summary of policy recommendations. (SI)

ED 300 867 EA 020 153
Bell, Peter D.
Express Routing Transportation Surveys. Research Department Report.
San Diego City Schools, CA. Planning, Research and Evaluation Div.
Pub Date—14 Jan 87
Note—74p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Busing, *Bus Transportation, Cost Effectiveness, Desegregation Methods, Elementary Secondary Education, Magnet Schools, Public Schools, *School Buses, *School Desegregation, School Surveys, *Student Transportation
Identifiers—*Express Routing Transportation, *San Diego Unified School District
Express routing, under consideration by San Diego (California) Public Schools, is a form of bus transportation that picks up and drops off students at centralized points instead of driving through residential neighborhoods. This report examines other, similar districts' experiences in applying express routing in integration and other school programs. Questionnaires were mailed to the transportation departments of 15 districts employing express routing; shortened questionnaires were sent to 7 other school districts that had previously studied, implemented, and later discontinued, or were about to start, express routing service. Responses from 10 of the 15 and 2 of the 7 districts, respectively, reported that express routing leads to cost savings and related benefits: more efficient use of transportation resources, simplified routing, and shorter bus rides. Some problems experienced, particularly managing large groups of students gathered in one place and complaints regarding increased walking distances, appear to be manageable and apparently have not led to losses in desegregation program enrollments. Appendixes attached to the report contain copies of the questions used to identify school districts using express routing, copies of the questionnaires, and lists of districts contacted and responding. A second survey contacted a total of 31 site administrators and integration program officials in 5 districts from the first survey. On the whole, satisfaction with express routing was relatively high across the board. Survey forms are appended. (MLF)

ED 300 868 EA 020 193
Sweeney, Dennis Murnane, Richard J.
A Study of Teachers' Interdistrict Job Changes.
Pub Date—Apr 88
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Faculty Mobility, Regression (Statistics), *School Districts, Socioeconomic Influences, Special Education, *Teacher Characteristics, *Teacher Transfer
Identifiers—*Michigan
This paper investigates the reasons why teachers change school districts by examining teacher characteristics and school districts as predictors of district change. The data set traces the careers of Michigan public school teachers during the 1970s. The study is restricted to districts with stable or expanding enrollments to ensure that the job changes are voluntary and not driven by layoffs. The regression models used are built on a discrete-time maximum likelihood method. Results show that a teacher's probability of changing districts increases during the first two years of teaching, then steadily decreases. Also, older teachers move less than younger ones, men move less than women, and blacks change districts more than whites. Teachers in special education and departmentalized secondary school subjects appeared to have more opportunities for job changes than other teachers. Perhaps the most important findings pertain to district characteristics as predictors. These variables suggest areas where policymakers can focus their efforts to keep schools adequately supplied with teachers as future enrollments increase. Teachers are more likely to leave districts that are small, have large numbers of low socioeconomic status (SES) students, or provide low annual salary increments. There is evidence that high annual salary increments can be used to retain teachers in low SES districts. Included are 13 endnotes. (Author/MLH)

ED 300 869 EA 020 201
Stokking, Karel M.
National Educational Policy and External Support Systems as Conditions for Curriculum Implementation.
Pub Date—Apr 88
Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Development, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Instructional Innovation, *Program Implementation, *Theory Practice Relationship
Identifiers—*Netherlands
During the 1970s, evaluation researchers realized that adoption of a curricular innovation does not ensure its implementation. This paper asks which strategies of educational policy and external support are relevant for implementing curricular innovations, particularly in the Netherlands. The first three sections discuss why and for whom implementation is a problem and describe policy instruments and support functions. Following this, section 4 summarizes available research regarding the actual effect of policy and support on implementation. In practice, policy goals are seldom carried out according to the crucial imperatives suggested in the literature. Such goals are seldom based on teachers' own knowledge concerning the need for curricular change and often lack implementation guidelines. Implementation is in the hands of noninfluential lower- and middle-level government officials who lack systematic control over financial and external support. Section 5 outlines the Dutch education system, which is predominantly pluralistic, decentralized, and autonomous regarding teacher appointments and textbook choices. The dissemination and implementation of innovations and curricula is a perennial problem. Section 6 summarizes study results concerning implementing the Netherlands' new primary curriculum during 1975-1988. Section 7 offers conclusions concerning implementation weaknesses (particularly involving enforcement), and section 8 recommends new research directions. Included are three references and three figures. (MLH)

ED 300 870 EA 020 206
Tierney, William G.
Interpretive Approaches to Understanding Organizations: Implications for Researchers.
Pub Date—Apr 88
Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anthropology, *Data Collection, *Data Interpretation, *Educational Research, Higher Education, *Interviews, Organizational Theories, *Qualitative Research
Identifiers—Ethnomethodology, Logical Positivism, Subjectivity
Despite growing interest in the use of anthropological or cultural research models, these approaches are not commonly understood by the higher education community. Because anthropological research differs significantly from other techniques, this paper first explains the rationale for using anthropological models to study higher education and defines a cultural approach. The paper then discusses how interpretive research diverges from the objectivist approach. Whereas an interpretive view sees organizations as social constructions formed by the interactions of their history, context, and participants' influences, an objectivist perspective assumes that organizations exist as rational entities created by individuals to support the common pursuit of specified goals. The interviewer/observer's role in data collection, the interview process, and the presentation of data are discussed at length. Generally, the interpretive interviewers admit their subjectivity, do not set out to prove hypotheses, and assume that all knowledge, all inquiry, is value-based and ideological. Interpretive interviewers generally use open-ended or multiple interview formats and employ other instruments (participant observation, historical analyses, recording of spatial and nonverbal communication clues). When presenting data, interpretive researchers try to involve the reader more freely in summarizing and interpreting results. The idea is to provide readers with a vicarious experience of being there. Included are 39 references. (MLH)

ED 300 871 EA 020 209
Furtwengler, Willis J.
Creating and Maintaining Effective Schools--An Implementation Strategy Revisited.
Pub Date—Apr 88
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Secondary Education, *Program Implementation, *School Effectiveness, Socialization, *Student Participation, *Teacher Participation
Identifiers—*Institutionalization (of Innovations), *Learning Environment
At the 1986 American Educational Research Association (AERA) convention, findings were presented from 14 schools that had implemented the "Reaching Success through Involvement" (RSI) strategy, which requires (1) the use of a comprehensive school assessment process; and (2) formal and informal participation of student leaders. The present paper reports findings from 21 additional schools completing RSI strategy between 1984 and 1987. The paper briefly reviews the RSI strategy and its theoretical framework, implementation results, the extent of institutionalization occurring at the schools, and factors that prohibited or enhanced implementation of the process for creating and maintaining effective schools. RSI is a systematically planned, sustained effort for school self-study and improvement focused on changing a school's culture, climate, and productivity. The system includes four sets of activities: (1) assessing organizational productivity and health; (2) planning for improvements; (3) implementing plans through groups with differing roles and responsibilities; and (4) reassessing organizational productivity and health to plan for continued improvement. Four processes are imbedded: involvement, problem-solving, identification, and monitoring. The study showed that student participation is essential, that less effective schools showed the most improvement, and that some moderately effective schools showed little improvement. The follow-up study showed mixed results for RSI institutionalization; even so, the importance of student involvement in their school's ongoing management was affirmed. Shared teacher decision-making in school affairs emerged as an important ingredient of school management. Included are 2 tables and 13 references. (MLH)

ED 300 872 EA 020 213
Hallarman, Prudence R. And Others
Social Competency Training Goes to School: Pupil Involvement in the Classroom through Problem-Solving with People.
Pub Date—Mar 88
Note—12p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (65th, San Francisco, CA, March 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Enrichment, Elementary Education, *Interpersonal Competence, Problem Solving, *Quality Circles, School Effectiveness, Student Behavior, *Student Participation, *Systems Approach
Identifiers—*Learning Environment
The need for a "systems" approach to school-based social competency training has been highlighted by a national commission and the U.S. Department of Education. The Pupil Involvement/-Problem-Solving with People (PI/PSP) curriculum has adapted numerous, well-researched social competency training models targeted for elementary classroom use. Designed as one portion of a four-level intervention (the Quality of School Life for Elementary Schools or QSL-E program), PI/PSP aims to promote a beneficial school climate through improved student and staff participation and more positive mutual expectancies. The program derives from industry's well-known quality circle programs, which provide training, structure, and legitimacy to employee participation in organizational problem-solving and decision-making. This paper describes PI/PSP, outlines the 5-unit curriculum of 21 lessons, and discusses implementation issues. The paper also briefly reviews research on outcomes. Observable benefits include increased student motivation and participation in class activities and increased ability to solve typical school-related problems. Teachers found PI/PSP to be an effective, systematic method of dealing with students' concerns and "buying back time" formerly spent disciplining children and reminding them of expected behavior. While PI/PSP had much to offer teachers, it was not a comfortable model for authoritarian teachers. However, the participatory model does not remove teacher authority and has great capacity for replication and dissemination. Included are 28 references. (MLH)

ED 300 873 EA 020 214
Dignan, Patricia J. Schelkun, Ruth
Quality Circles Go to School: Improving School Climate through Pupil, Staff, and Community Involvement.
Pub Date—Apr 88
Note—13p.; Paper presented at the Annual Meeting of the National Association of Elementary and Middle School Principals (San Francisco, CA, April 16-20, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, Innovation, *Interpersonal Competence, *Organizational Climate, *Participative Decision Making, Problem Solving, *Quality Circles, *Quality of Working Life, School Effectiveness
Identifiers—Florida, *Institutionalization (Of Innovations), Learning Environment, Massachusetts, Michigan, *Quality of School Life
Educators concerned with effectiveness outcomes have become increasingly involved with participative organizational and teaching practices designed to improve school climate. Since schools have traditionally emphasized "top down" management and decision-making procedures, few school districts have the experience or expertise to develop and maintain participative procedures (like quality circles) at administrative, staff, student, or community levels of involvement. Consequently, many attempts to build leadership teams and principal advisory committees from the bottom up have failed miserably. School communities often desire improvement, but resist change and disruptions brought by innovations. With few tested, replicable districtwide approaches to problem-solving, many schools end up curtailing, faking, or abandoning the involvement process. This paper discusses various issues and methods useful for translating the quality of life model exemplified by "Japanese" management to a district- or school-based Quality of School Life model. After providing some historical context,

the paper discusses participation components and guidelines and ways to initiate a change to structured participation. This process requires a long-range strategic plan, specific assignments, consultation and training, and a realistic resource commitment. The paper closes by providing case examples of successful Quality of School Life programs in Michigan, Massachusetts, and Florida. Included are 30 references. (MLH)

ED 300 874 EA 020 215
Schelkun, Ruth F. And Others
QSL: A Social System's Intervention To Improve Elementary School/Classroom Climate.
Pub Date—Aug 87
Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Sciences, *Classroom Environment, Elementary Education, Interpersonal Competence, *Organizational Climate, *Participative Decision Making, *Quality Circles, *Student Participation
Identifiers—*Learning Environment
The drive for improved school and classroom climate, for increased teacher and student involvement in decision-making, and for more positive teacher and student expectations are becoming prime areas for joint educational and behavioral science efforts. This paper evaluates the effectiveness of a year-long classroom social competence training program (PI/PSP: Enhancing Classroom Climate through Pupil Involvement and Problem Solving with People) functioning as part of a larger Quality of School Life program to advance these goals. The program examines elementary classrooms' ability to use an eight-step problem-solving sequence and reach consensus on effective action plans. Subjects included 8 classrooms that participated in the 21-lesson program and 8 classrooms that did not. All classrooms were evaluated at pre- and post-intervention via videotaped problem-solving sessions coded for ability to meet certain goals. Following training, program classes were significantly better than comparison classes at identifying a relevant main problem, focusing on appropriate means and ends, and reaching consensus on effective action plans. In contrast to comparison classes, program classes generated more effective solutions and fewer static responses and were rated higher on several decision-making climate indices. Results are discussed in terms of the implications of a year-long pupil involvement social competency training program. Included are 6 tables, 3 appendices, and 34 references. (Author/MLH)

ED 300 875 EA 020 222
Arter, Judith A.
Assessing Leadership and Managerial Behavior. A Consumer's Guide.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Contract—400-86-0006
Note—70p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrator Characteristics, *Administrator Effectiveness, Elementary Secondary Education, *Leadership, *Leadership Styles, *Measurement Techniques, *Principals, School Effectiveness
Identifiers—*Effective Schools Research
This guide provides summaries and analyses of various measures related to school leadership and administrator skills, behavior styles, and characteristics. The guide aims to help schools, districts, and other educational organizations examine their leadership effectiveness. While principals are stressed, some information is provided about teachers, students, and superintendents. Intended for use by practitioners, the guide briefly discusses leadership assessment issues, reviews over 40 assessment tools, and discusses the importance of examining school leadership. It next explores definitional and measurement issues, comments on the current state-of-the-art, and explains how to select a leadership measure. Of the 15 published instruments reviewed, only four were developed specifically for use in education. Almost all the research, undocumented, and state instruments focus on educational settings. Most of the general business instruments focus on leadership styles, while education instruments stress specific skills, behaviors, and traits viewed as important for principals. Most instruments are self-report surveys designed for self-assessment or training sessions and are easy to use. Appendix A contains 13 long and 2 short reviews of all published instruments and commercially available procedures. Appendix B provides 11 short reviews of research instruments. Appendix C briefly reviews 11 instruments lacking supporting technical information. Three additional appendices provide an outline of state activities and resources, a summary table of leadership instruments, and a checklist for selecting a leadership measure. An index is also included. (MLH)

ED 300 876 EA 020 229
Douglas, J. Rex Johnson, M. Claradine
Superintendents' Training Needs: A Determinative Model.
Pub Date—86
Note—40p.; Best copy available.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Education, Elementary Secondary Education, *Inservice Education, Job Performance, *Job Skills, Likert Scales, *Management Development, *Needs Assessment, Organizational Climate, *Superintendents
Identifiers—*Kansas
The superintendent's role is clearly different from that of board members or principals, yet many activities and skills are either similar or identical. This study examines training needs for school board members, superintendents, and principals. This particular report covers Kansas superintendents, focusing on job performance needs and associated skills. The EASI (Educational Administration Skills Inventory) asked respondents to provide demographic data related to the school, the respondent, and a particular person chosen by random sample. Respondents were asked to rate on a 7-point scale the "importance" of 14 activities and of 16 behavioral skill dimensions. They also rated "performance" of the 14 activities and 43 specific behaviors keyed to the 16 skill dimensions. The data were handled descriptively and statistically to establish importance/performance gaps representing training needs. Stepwise multiple regressions were used to determine the associations of particular skill dimensions with the activity needs of each job category. The skills needing most improvement were judgment, decisiveness, oral communication, risk taking, and stress tolerance. Conflict management, sensitivity, and political astuteness were also identified. Activity areas needing attention included curriculum development, program evaluation, school climate, community relations, staff development, and long-range planning. Suggestions were provided for translating the combination of activities and skills into developmental programs for superintendents. Included are 11 tables and 8 references. (MLH)

ED 300 877 EA 020 231
Lieberman, Ann, Ed.
Building a Professional Culture in Schools.
Report No.—ISBN-0-8077-2900-0
Pub Date—88
Note—251p.
Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($15.95).
Pub Type— Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—Collegiality, Cooperation, *Educational Change, *Educational Environment, Elementary Secondary Education, *School Organization, *Teacher Participation, *Teaching Conditions
Identifiers—*Professionalism, *School Culture
The second wave of reform involves a comprehensive view of restructuring schools. This means rebuilding relationships among all school community members, changing organizational arrangements, and rethinking the curriculum. Written by second wave educators committed to professionalizing teaching and building a more collaborative school culture, the book is divided into two major sections. Part I examines questions of policy, research, and practice, seeking to determine the necessary conditions to change school culture. A chapter by Kathleen Delvaney and Gary Sykes explores complexities involved in building a professional culture. Next, Milbrey W. McLaughlin and Sylvia M. Yee advocate reconceptualizing the teacher's career, analyzing data from an indepth California study. Myrna Cooper's chapter examines school culture as experienced by those who live it. Linda Darling-Hammond and Judith Warren Little's chapters deal with difficult issues involved with reforming and professionalizing teaching. Part II examines the need for building collaboration among teachers and for expanding their leadership roles, and ways of pursuing these goals. Part III includes several examples from research and practice in places experimenting with new structures, roles, and coalitions. This section also examines how various aspects of school culture are affected by interventions beginning at the state, district, or local level and describes new ways of organizing schools. Holly M. Houston begins by describing an attempt to restructure secondary schools, while Roland S. Barth visualizes new roles for a community of leaders. Ann Lieberman, Ellen R. Saxl, and Matthew B. Miles closely examine the work, skills, and organizational behavior of a group of teacher-leaders studied over several years. Next, Phillip C. Schlechty analyzes the cultural change process in a large urban school district. Harry Judge's "Afterword" offers a global perspective on building a professional culture in schools. Patricia Wasley closes with an annotated bibliography of 28 titles. A subject index is provided. (MLH)

ED 300 878 EA 020 232
Douglas, J. Rex Johnson, M. Claradine
School Board Members' Training Needs: A Determinative Model.
Pub Date—87
Note—36p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Boards of Education, Elementary Secondary Education, *Inservice Education, *Job Performance, *Job Skills, *Management Development, Needs Assessment, *Principals, Training
Identifiers—*Kansas
Although school board members are not always viewed as part of a school's administrative team, their role in policy formation and in other aspects of school administration requires attention to their competency levels. This research examined training needs for school board members, superintendents, and principals. The present report covers Kansas school board members, focusing on job performance needs and related skills. The Educational Administration Skills Inventory (EASI) was used to produce importance and performance data on 14 administrative activities and 16 behavioral skill dimensions. The data were handled descriptively and statistically to establish importance/performance gaps representing training needs. A multiple regression technique was used to determine the associations of particular skill dimensions with the projected activity needs of persons serving as board members. This model helped identify areas of greatest need and the particular skills associated with each administrative activity. Skills needing improvement were judgment, decisiveness, oral communication, risk taking, stress tolerance, educational values, and political astuteness. Activity areas needing attention were budget development, long-range planning, program evaluation, school climate, community relations, and staff development. Suggestions were provided for translating the combination of activities and skills into developmental programs for board members, based on the precise data produced. Included are 11 tables and 7 references. (MLH)

ED 300 879 EA 020 233
Douglas, J. Rex Johnson, M. Claradine
Interrater Reliability, Interrater Agreement, and Bias in a Nationally Sanctioned Assessment Center.
Pub Date—86
Note—38p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Evaluation, *Administrator Selection, *Assessment Centers (Personnel), *Bias, Elementary Secondary Education, *Validity
Identifiers—*National Association Secondary School Principals
Since 1975, the National Association of Secondary School Principals (NASSP) has attempted to improve the selection process for all levels of principals through the establishment of regional assessment centers. Presently, 37 centers operated by districts, consortia, universities, and state depart-

ments of education are producing data being used by approximately 4,000 school districts. The center being studied is university-operated, produces data for nine school districts, and is called the Center for the Assessment of Administrative skills (CAAS). This paper examines the internal validity of the process for selecting school principals at CAAS. NASSP supplied both the materials and the trained observers to be assessors. The study specifically examines (1) the variables of uniqueness and influence on overall ratings; (2) assessor reliability; (3) agreement of assessor ratings for each participant; and (4) persistent variance in participant performance for various demographic groupings. Results confirm that the eight centers conducted by CAAS have operated well within the standards required by NASSP, the sanctioning body, and within the broader standards required for effectively assessing candidates' potential. Further research is recommended to study assessor bias. Included are 17 references and 9 tables. (MLH)

ED 300 880 EA 020 234
Douglas, J. Rex Johnson, M. Claudine
Principals' Training Needs: A Determinative Model.
Pub Date—86
Note—34p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Inservice Education, *Job Performance, *Job Skills, *Management Development, Needs Assessment, *Principals, *Training
Identifiers—*Kansas

This report, part of a larger study examining training needs for Kansas school board members, superintendents, and principals, covers principals' job performance needs and the skills associated with them. The Educational Administration Skills Inventory (EASI) produced data that were handled descriptively and statistically to establish importance/performance gaps representing training needs. A multiple regression technique was used to determine the associations of particular skill dimensions with the projected activity needs of persons serving as board members, superintendents, or principals. Principals' skills identified as needing improvement were judgment, organizational ability, oral communication, risk-taking, stress tolerance, and creativity. Activity areas needing attention included curriculum development, staff development and evaluation, instructional supervision, long-range planning, staff selection, and program evaluation. Suggestions were provided for translating the combination of activities and skills into developmental programs for each group, based on the precise data produced. Included are 10 tables and 7 references. (MLH)

ED 300 881 EA 020 235
Johnson, M. Claudine Douglas, J. Rex
The Impact of Principals' Assessment Centers on Career Opportunities for Women.
Pub Date—Sep 84
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Evaluation, *Assessment Centers (Personnel), Elementary Secondary Education, *Equal Opportunities (Jobs), *Females, *Principals, *Sex Discrimination, Sex Stereotypes
Identifiers—*National Association Secondary School Principals

Historically, women have been underrepresented in public school administrative positions, largely due to sex role and occupational stereotyping. This study examines how National Association of Secondary School Principals (NASSP) Assessment Centers influenced women's career opportunities, how these women view the process, and what issues face women aspiring to be principals. Presently, 24 NASSP Assessment Centers evaluate administrative aspirants' potential in 12 dimensions: problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral and written communication, personal motivation, range of interests, and educational values. The centers also provide data to the candidate and to sponsoring school districts. By late 1983, 624 women had been evaluated at the centers. In this study, survey instruments were sent to the 549 women whose addresses were known; the response rate was 60 percent. Data collected included assessment ratings, promotion history, demographic information, skill improvement efforts, and perceptions about the center proces and equity issues. Of the 332 respondents, 82 have received promotions since their NASSP evaluation. A majority indicated that Assessment Center results were either totally or partially responsible for their promotion, while 22 percent do not perceive assessment as influencing their promotion, and 12 percent do not know the effect of these results. Demographic differences (age, race, and marital status) did not appear to influence promotion decisions. Other results and issues are discussed at length. Included are three references. (MLH)

ED 300 882 EA 020 239
Scriven, Michael
Evaluating Teachers as Professionals.
Pub Date—13 Mar 88
Note—42p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accountability, Administrator Evaluation, Elementary Secondary Education, Negotiation Agreements, *Teacher Evaluation, *Teacher Qualifications, *Teaching (Occupation)
Identifiers—*Professionalism

This document outlines a practical teacher evaluation system that avoids the fatal invalidities of present methods. The recommended approach treats teachers as responsible professionals undertaking to perform certain duties while retaining considerable autonomy in discharging them. While teachers acknowledge a need for accountability and systematic professional development, they also deserve full protection against the use of an arbitrary, invalid, unjust, or noninformative system. The discussion first explains why commonly used approaches are invalid, highlighting teaching as a profession, the limits of negotiation (or political compromise), administrator accountability, the lack of serious administrator evaluation systems, professional development connections, summative evaluation versus development support, and the need for a comprehensive evaluation system. The paper then shows the underlying fallacies of research- and judgment-based tests and of management-by-objectives approaches. The duties-based model is presented as a valid alternative that divides teacher merit into four major categories and considers a teacher's worth to the district. Finally, an exhaustive list of minimally required teachers' duties is presented and the new rules and sources of evidence explained. The inclusion of student test data, the teacher portfolio containing self-evaluations and personal development plans, and "footprint" data (exit interviews with graduating seniors) more fully depict a given teacher's contribution. (MLH)

ED 300 883 EA 020 242
Home Schooling.
National Association of State Boards of Education, Alexandria, VA.
Pub Date—Jun 88
Note—11p.
Pub Type— Reports - Evaluative (142) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Problems, Compulsory Education, *Educational Quality, Elementary Secondary Education, *Home Schooling, *Parent Rights, Private Schools, *School Attendance Legislation, *State Boards of Education
Identifiers—*National Association of State Boards of Education

The challenge for state boards of education is meeting their obligations to ensure a quality education for all children while considering parents' right to educate their children. The controversy over home instruction can be reduced to a discussion about compelling state interest. This document provides state board members with concise factual information on key home schooling trends to stimulate discussion and enhance the decision-making process. Home schooling is becoming a serious policy issue because of (1) state boards' compulsory education obligations; (2) lobbying efforts of home schooling advocates; and (3) increased litigation activity. This report recommends that policymakers review existing communcation channels between public educators and home schooling parents. Policymakers should also (1) clearly define state home schooling criteria; (2) establish regulations to monitor home students officially enrolled in private schools; (3) strictly enforce registration; (4) require that parents hold at least a high school diploma or a GED certificate; (5) limit "process requirements" to submission of a text and materials list, a proposed syllabus, or name of the intended correspondence course; (6) require nationally normed standardized test results for children beginning home schooling after age 7; (7) require quarterly progress reports and yearly evaluations; and (8) establish policies for returning consistently failing students to approved public or private instruction. (MLH)

ED 300 884 EA 020 247
Bishop, John
Occupational Training in High School: When Does It Pay Off? Working Paper #88-09.
State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ.
Pub Date—[88]
Note—33p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, *Educational Policy, *Education Work Relationship, High Schools, *Noncollegebound Students, *Productivity, *Secondary School Curriculum, *Vocational Education

Since about half of all youth neither complete high school nor opt to go to college, schools need to decide what form of occupationally specific education and training (if any) should be offered these youth. This paper first provides a literature review organized around several questions concerning: (1) the economic benefits of occupationally specific education; (2) the number of youth getting training-related jobs; (3) reasons why the occupationally specific skills learned are not used on the job; (4) whether vocational education generates noneconomic benefits or lowers dropout rates; (5) substitution of basic skills for occupational skills; and (6) whether higher rates of skill obsolescence have drastically lowered the payoff to occupationally specific training. Research clearly implies that occupationally specific education very positively influences labor market success when training-related jobs are obtained. If jobs are unrelated to training, high school graduates receive no economic or noneconomic benefits from their vocational education. Part II of this paper discusses policy implications for high school vocational education. Although some opinion leaders want job-related training to be phased out of high schools and made the responsibility of postsecondary institutions or even employers, in practice this is unfeasible. Occupational specific education offers dropout-prone students a chance to succeed at something difficult and superior to fast food restaurant work. Ways to organize and pay for this education are discussed at length, and recommendations are made to ensure success. Included are 15 endnotes and 34 references. (MLH)

ED 300 885 EA 020 251
Bents-Hill, Cheryl And Others
Relationship of Academic Performance to Parent Estimate of Homework Time.
Pub Date—Apr 88
Note—29p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Chicago, IL, April 5-10, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, Elementary Education, Grade 3, Grade 6, *Homework, *Parent Participation, *Scores
Identifiers—*Competency Tests, *Indiana

Until recently, empirical literature has focused on the effects of homework regarding specific subjects, rather than overall achievement. This study attempts to fill this void by comparing number of hours and number of homework days to three dependent variables: competency test scores, achievement test scores, and teacher-assigned grades for third- and sixth-grade elementary school children. A stratified sample of 7,690 third- and sixth-grade students from 51 school corporations in Indiana was identified. Surveys were distributed to the parents of all children whose records were located. The return rate was 56 percent. Data on each child's grades, group achievement test scores, and general cognitive ability were obtained from district files; Indiana Basic Skills Competency Test (IBSCT) Scores were obtained from the state department of education. Results showed a weak relationship between students' homework practices and their grades, IBSCT scores, and achievement test scores. The correlation proved slightly negative for the third graders, indicating that as homework increased, grades de-

creased. Study results must be interpreted cautiously. Since the homework data were based on surveys completed by parents, the actual amount of homework completed may have been under- or over-estimated. Future research should use a longitudinal perspective to scrutinize the contribution of various homework categories to student achievement. Included are 4 figures and 27 references. (MLH)

ED 300 886 EA 020 338
Staff in Public Elementary and Secondary Schools and School Systems, Fall 1983. OERI Historical Report.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CES-86-103h
Pub Date—Feb 87
Note—11p.; Small print in tables 1-3 may affect legibility.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Elementary Secondary Education, Government Publications, Librarians, National Surveys, Occupational Surveys, *Public Schools, School Counselors, *School Personnel, *School Statistics, School Surveys, Tables (Data), Teacher Aides, Teachers
The number of staff in full-time-equivalent (FTE) positions in public elementary and secondary schools in the United States is reported in two categories: instructional staff (teachers and instructional aides); and support services staff (local education officials and administrators, school administrators, guidance counselors, librarians, and all other support services staff). The data were reported by state education agencies to the Center for Education Statistics (CES) through the Common Core of Data (CCD) system. Thirty states and the District of Columbia reported increases in the number of teachers from fall 1982 to fall 1983; 20 states reported decreases. School system officials and administrators and school administrators accounted for approximately 4.8 percent of total FTE staff in fall 1983. Although the number of officials and administrators increased by roughly the same amount as did teachers (4,200 to 5,800), the percentage increase was much larger for officials and administrators–2.3 percent compared with 0.3 percent for teachers. All other categories of staff personnel decreased: guidance counselors by 1.2 percent; librarians by 1.1 percent; and all other support personnel by about 2.0 percent. The methodology is used to obtain this data is explained, and definitions of staff assignments are provided. Five tables are appended. (MLF)

ED 300 887 EA 020 339
Public Services in Private Schools, 1983-84. OERI Bulletin.
Center for Statistics (OERI/ED), Washington, DC.
Report No.—CS-85-113b
Pub Date—Mar 86
Note—7p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ancillary School Services, Bilingual Education, *Catholic Schools, Disabilities, Educational Diagnosis, Elementary Secondary Education, English (Second Language), Gifted, Government Publications, *Institutional Characteristics, National Surveys, *Private Schools, Remedial Mathematics, Remedial Reading, *School Statistics, School Surveys, *Special Programs, Tables (Data), Talent, Vocational Education
A survey carried out by Westat, Inc., under contract with the Center for Statistics found that up to 73 percent of all private schools offered some kind of special services in 1983-84. Questionnaires were sent to a sample of 2,298 schools meeting the survey criteria. Of these schools 1,869 (81 percent) responded. Catholic elementary/secondary schools far outpaced other private schools in offering remedial reading: 85 percent compared to 62 percent of other religiously affiliated schools and 71 percent of nonaffiliated schools. Diagnostic services were offered by 69 percent of the Catholic schools compared with 49 percent of other affiliated and 60 percent of nonaffiliated schools. Over 64 percent of nonaffiliated schools offered remedial math, followed by Catholic (62 percent) and affiliated (49 percent) schools. Areas sparsely served by private schools were bilingual education (9 percent); English as a second language (18 percent); vocational and technical education (13 percent); and special programs for handicapped students (22 percent). Data is displayed in two tables. (MLF)

ED 300 888 EA 020 340
Publicly Funded Services to Private Elementary and Secondary Schools and Students, 1983-84. OERI Historical Report.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-86-106h
Pub Date—Oct 86
Note—13p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Catholic Schools, Elementary Secondary Education, Federal Aid, Government Publications, National Surveys, *Private School Aid, *Private Schools, *School Statistics, School Surveys, Tables (Data)
Identifiers—*Education Consolidation Improvement Act Chapter 1, *Education Consolidation Improvement Act Chapter 2
During the 1983-84 school year, 58 percent of the 27,700 private schools in the United States reported benefiting from publicly funded services. The source of these data is the National Survey of Private Schools, fall 1983, carried out by Westat, Inc., under contract with the Center for Education Statistics (CES). The survey supplemented the CES list of private schools with additional schools discovered through intensive investigation of 75 geographical areas. Questionnaires were sent to a sample of 2,298 of the schools thus identified, and responses were received from 1,869 (81 percent) of these schools. Catholic schools benefited most: students at 93 percent of the 9,700 Catholic schools received publicly funded services; while students at 36 percent of the 10,000 "other affiliated" schools and 42 percent of the 8,000 "not affiliated" schools received such services. Types of service include the following: (1) transportation; (2) library; (3) school lunch, milk; (4) health services; (5) remedial education; (6) bilingual education; (7) handicapped; (8) vocational education; (9) guidance; (10) speech therapy; and (11) other services. The largest sources of federal money spent in private schools are programs funded by Chapter 1 and Chapter 2 of the Education Consolidation and Improvement Act (ECIA), 1981. The appendix contains a brief description of these programs, as well as of standard errors for percentages presented in the bulletin. (MLF)

ED 300 889 EA 020 341
Private Schools in the United States–Number, Enrollment and School Size: Fall, 1983. OERI Historical Report.
Center for Statistics (OERI/ED), Washington, DC.
Report No.—CS-86-101h
Pub Date—Sep 86
Note—4p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Catholic Schools, Elementary Secondary Education, *Enrollment, Government Publications, National Surveys, *Private Schools, *School Size, *School Statistics, School Surveys, Tables (Data)
An estimated 27,700 private elementary and secondary schools were operating in the United States in fall 1983. Of these schools, 35 percent were Catholic, 36 percent other religious affiliation, and 29 percent not affiliated. The source of these data is a sample selected from a list of 27,000 schools and an area sample. The response for the list sample was 1,074 of 1,176 schools (91 percent). The area sample response was 733 of 901 schools (81 percent). Tables show number, percentage, and enrollment in private schools by size of school and by religious affiliation and instructional level. (MLF)

ED 300 890 EA 020 342
Targeted Forecast: Public High School Graduates. OERI Statistical Highlights.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-432b
Pub Date—Apr 87
Note—3p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Government Publications, *High School Graduates, High Schools, National Surveys, *Prediction, *Public Schools, *School Statistics, School Surveys
The number of public high school graduates, which had been decreasing for the past 10 years, is projected to increase through 1988-89. After 1988-89, the number of public high school graduates is projected to begin decreasing once again–at least until the early 1990s. The data used in these forecasts were obtained from the Common Core of Data (CCD) survey conducted by the Center for Education Statistics. No comparable source of this type of data exists for private schools. (MLF)

ED 300 891 EA 020 364
Brandt, Richard M.
An Ethnography of Career Ladder Planning and Implementation.
Pub Date—Apr 87
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Ladders, *Differentiated Staffs, Elementary Secondary Education, *Merit Pay, *Personnel Policy, Program Implementation, Recognition (Achievement), *Salary Wage Differentials, Summative Evaluation, Teacher Alienation, *Teacher Attitudes, Teacher Evaluation, Teacher Selection
Identifiers—*Danville City School District VA
This paper presents initial findings of a 3-year study of career ladder design and implementation in the Danville (Virginia) school system, focusing on data collected primarily between April 1986 and April 1987, after the first group of candidates was promoted to the rank of career teacher and a second group was undergoing review for similar advancement the following summer. Data came from three sources: a survey of teacher attitudes toward the career ladder and its summative evaluation system, interviews with principals, and narrative ethnographic notes and documents describing career ladder-related events and commentary in context. Analysis of these data disclosed 29 issues that have become prominent as a result of the plan's first implementation. These issues are grouped and discussed under the following subheadings: (1) the general notion of rewarding teachers differentially (merit pay); (2) the likely effects of the career ladder plan; (3) the number of teachers judged to be less than outstanding; and (4) selection processes. Findings show that the majority of teachers still express displeasure over the plan and indicate that they do not intend to participate, primarily because of their opposition to the idea of merit pay, although interest in the plan is significantly greater among teachers relatively new to the system. (TE)

ED 300 892 EA 020 374
CUNY/SUNY Campus Child Care. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
Pub Date—Jun 88
Note—71p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Ancillary School Services, College Role, Community Services, *Day Care Centers, Early Childhood Education, Grants, Higher Education, Money Management, Program Budgeting, Program Costs, Program Effectiveness, *Program Evaluation, Program Improvement, Program Validation, Social Services, *State Aid, State Standards, Student Needs
Identifiers—*Campus Child Care, City University of New York, *New York, State University of New York
The New York State Legislature provided $11.2 million to start up, renovate, improve, and/or operate child care centers on campuses of the City University of New York (CUNY) and the State University of New York (SUNY). The 60 child care centers had over 4,500 children enrolled for 1987-88, and 20 centers opened as a direct result of the state grants, while 5 new centers are expected to open in 1988. This audit reviews CUNY and SUNY grant funding to campus child care centers, evaluates adherence to guidelines established for campus child care, and presents information about the funding and operation of the centers. The legislature intends that CUNY/SUNY child care centers operate for the benefit of students with children, but the audit revealed (1) an absence of program guidelines that resulted in funding of services to nonstudents' children; (2) an increased use of grant funds for

renovations, acquisition of supplies, and operating expenses; and (3) no express provision for community colleges, resulting in confusion over who falls within the guidelines; and (4) a lack of oversight to ensure that all guidelines are met. Tables and charts are included, and supplementary documentation is appended. (TE)

ED 300 893 EA 020 375
Special Delinquency Prevention Program. Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
Pub Date—May 88
Note—45p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Services, *Delinquency Prevention, Elementary Secondary Education, Money Management, Program Budgeting, Program Costs, *Program Effectiveness, *Program Evaluation, Program Improvement, Program Validation, Social Services, *State Aid, State Standards
Identifiers—*New York, *Special Delinquency Prevention Program NY
New York's Special Delinquency Prevention Program (SDPP) was started in 1978 to provide preventive services to youth who most likely might become involved in the juvenile, social services, or mental health systems. In 1987, this program funded 542 community youth programs at a cost of $14 million. This audit assesses the Division for Youth's administration of the SDPP from the allocation of funds to the evaluation of programs. The Legislative Commission on Expenditure Review evaluated the formula used by the division to allocate funds, conducted file reviews of sample 1986 SDPP programs, surveyed county youth bureaus and program providers throughout the state, and interviewed staff. The audit disclosed a need for more consistent implementation of improved management procedures, including application review and oversight of operating contracts, as well as clearer program objectives and better evaluation indicators. Onsite monitoring was the rule upstate, but the exception in New York City. Fiscal controls have improved, due to installation of a computerized fiscal management system. The division has failed, however, to assess the success of the programs in preventing delinquency. Tables are appended showing discretionary funding for project years, region by region, along with results of the assessments of SDPP administration. (TE)

ED 300 894 EA 020 410
Al-Rubaiy, Abdul A. Al-Zubaidy, Khawla F.
Examining a Literacy Campaign in the Middle East: Iraq's Recent Experience.
Pub Date—Mar 88
Note—16p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Atlanta, GA, March 17-20, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, Arabs, Elementary Secondary Education, Foreign Countries, Foreign Culture, Functional Literacy, International Education, Islamic Culture, Literacy, *Literacy Education, *Middle Eastern History, *Middle Eastern Studies
Identifiers—*Iraq, Literacy Campaigns
This paper documents Iraq's efforts to conquer the problem of illiteracy brought about by an inadequate educational system, lack of incentive to become literate, low standard of living, and low levels of school attendance. A general historical perspective of education in Iraq and the Arab world is presented followed by a tracing of the history and degree of success of the Iraqi literacy campaign launched by the Baath Socialist Party (BASP) in 1978. Appended are 12 references. (Author/SI)

ED 300 895 EA 020 449
Clark, David L. Astuto, Terry A.
Education Policy after Reagan-What Next? Occasional Paper No. 6.
University Council for Educational Administration.
Pub Date—Jun 88
Note—33p.
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Change, *Educational Policy, *Educational Trends, Elementary Secondary Education, *Federal Government, General Education, Liberalism, Public Schools, State Government, State School District Relationship
Identifiers—*Reagan Administration
This report is one in a series of papers documenting, analyzing, and interpreting changes in federal educational policy since President Reagan assumed office in January 1981. The focus of this report is the future of educational policy. The root problem examined deals with electoral policies and the apparent apathy of the public. Results of polls on public opinion regarding education from 1975 to 1982 (obtained from Gallup, New York Times, and Washington Post) are presented. Five categories of changes are discussed as well as five preferences about education that were pursued by the Administration (individual competition, institutional competition, performance standards, focus on content, parental choice, and character) and the extent to which these preferences have succeeded in being implemented. Includes 11 references. (SI)

ED 300 896 EA 020 454
Daugherty, Richard F.
Creationism/Evolution in the Public School: National Policy as Shaped through Selected Legal Decisions.
Pub Date—Nov 88
Note—20p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems in Education (34th, Washington, DC, November 17-19, 1988).
Pub Type— Legal/Legislative/Regulatory Materials (090) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Court Litigation, *Creationism, Curriculum Problems, Educational Legislation, Elementary Secondary Education, *Evolution, *Public Schools, *Religion, Religious Factors, *School Law, State Church Separation
This review of selected creationism/evolution cases illustrates that neutrality toward religion has not been achieved by the current understanding and application of the First Amendment. Nine cases are cited and discussed: (1) "Wright v. Houston Independent School District" (1970); (2) "Williams v. Board of Education of the County of Kanawha" (1975); (4) "Daniel v. Waters" (1975); (5) "Crowley v. Smithsonian Institution" (1978); (6) "Segraves v. State" (1981); (7) "Dale v. Board of Education" (1982); (8) "McLean v. Arkansas" (1982); and (9) "Edwards v. Aguillard." The courts have accepted claims that only evolution has a scientific basis, and therefore other theories of creation cannot be scientific. Recent case law consistently reflects this bias. Appended are 16 references. (SI)

ED 300 897 EA 020 456
Cummings, William K.
The Decentralization of Education. Project BRIDGES.
Pub Date—Mar 88
Note—48p.; Some pages contain faint and broken print.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Centralization, Cluster Grouping, Colonialism, *Decentralization, *Developing Nations, Educational Economics, Educational History, *Educational Policy, Elementary Secondary Education, Foreign Countries, *Government School Relationship, *Institutional Autonomy, Politics of Education
Identifiers—*Sri Lanka
In most developing societies, the state assumes responsibility for control of education. However, in recent years, educational leaders in a number of countries along with policy analysts in the donor community have proposed a number of arrangements for decentralizing education. This paper draws primarily on the experience of Sri Lanka to examine the potential of several examples of educational decentralization. The first section describes the components of educational systems in Sri Lanka and discusses the availability of resources and services, and the ways these are mobilized. This is followed by a discussion of decentralizing policy options, with reference both to school level and distribution of resources and services in various developing countries. The next section reviews the historical circumstances in the developing nations that gave rise to centralized education systems-the requirements for national competitiveness, social stability, and equality of access. Arguments for and against decentralization follow, along with a discussion of the political economy of decentralization, and of the cluster concept as an intermediate reform for coordinating programs and facilitating communication among isolated rural schools. The paper concludes with 12 recommendations to guide the decisions of educational leaders in the development of policy options. (TE)

ED 300 898 EA 020 457
Rutherford, William Foyle, Harvey C.
How To Develop an Effective Homework Program. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
Pub Date—Oct 88
Note—4p.
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
Journal Cit—Tips for Principals; Oct 1988
Pub Type— Collected Works - Serials (022) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Guides, *Administrator Role, *Assignments, Elementary Secondary Education, *Homework, *Principals, Reading Assignments, Teacher Administrator Relationship, *Teaching Methods
Homework policies and guidelines are the topics outlined in this article. Homework policies should address the amount of homework and amount of school time available to do the homework. Guidelines for grading homework are also discussed. It is recommended that teachers should prepare a written description of homework practices for the principal. Examples of preparation, practice, extension, and creative homework are described by K-12 teachers. Their suggestions are directed at helping administrators to help teachers not only vary homework assignments, but also focus on each type of assignment. Four references are included. (SI)

ED 300 899 EA 020 458
Constantinos, Fecadu
Innovation in Management of Primary School Construction: Multi-Purpose Primary School Buildings in Bangladesh. Educational Building Report 18.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
Pub Date—88
Note—54p.
Available from—Customer Service, UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 (Catalog No. UB385, $11.50; quantity discounts).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Blueprints, Building Design, Community Involvement, Construction Materials, Cost Effectiveness, *Educational Facilities Design, *Educational Facilities Planning, Elementary Education, Flexible Facilities, Foreign Countries, *School Buildings, *School Construction, Tables (Data)
Identifiers—*Bangladesh
This report deals with school building construction utilizing technology carried out by the Lutheran World Service/Rangpur Dinajpur Rehabilitation Service in Bangladesh. The purpose was to develop an alternative design for primary school constructions. The design, construction, and multipurpose use of the school buildings are described. Appended are the blueprints used for manufacturing the various elements, a detailed cost breakdown of three classroom multipurpose primary schools, and seven references. (SI)

ED 300 900 EA 020 459
Nwanne, Andrew I.
The Attitudes of Public School Principals in the State of Texas toward United States Supreme Court Decision Concerning Conditions of Pregnancy of Professional Employees.
Pub Date—Aug 86
Note—11p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, Court Litigation, Educational Legislation, Elementary Secondary Education, *Employer Employee Relationship, Fringe Benefits, Labor Legislation, Leaves of Absence, *Personnel Needs, Personnel

Policy, *Pregnancy, *Principals, *Public Schools
Identifiers—Supreme Court, *Texas
This study examined the attitudes of Texas public school principals toward the United States Supreme Court decision "Cleveland Board of Education v. LaFleur," which prohibited local school boards from establishing mandatory cutoff dates for pregnant teachers to stop and/or return to work. The population of the study consisted of all the public school principals in 1,299 secondary schools, 996 junior high schools, and 3,437 elementary schools in the state of Texas. A random sample of 600 Texas principals were mailed a law questionnaire. The findings indicate that variables such as sex and number of years of experience as principals tended to influence their attitude toward the Court decision. The study also showed that variables such as type of school, race, and school district size did not affect the principals' attitude toward the Court decision. In all analyses, a majority of the principals (69.8 percent) agreed with the Court decision. However, female principals were more in agreement with the Court decision than male principals. (SI)

ED 300 901 EA 020 460
Bredeweg, Frank H.
United States Catholic Elementary Schools and Their Finances 1988.
National Catholic Educational Association, Washington, D.C.
Report No.—ISBN-1-55833-006-2
Pub Date—May 88
Note—25p.; For companion report, see ED 298 601.
Available from—Publication Sales, National Catholic Educational Association, Suite 100, 1077 30th St., N.W., Washington, DC 20007-3852 ($6.60).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Admission Criteria, *Catholic Educators, *Catholic Schools, *Educational Finance, Elementary Education, *Elementary Schools, Enrollment, Enrollment Trends, Expenditure per Student, Family Income, National Surveys, Operating Expenses, Parent Participation, Private Schools, Salaries, *School Statistics, Student Characteristics, Tuition
This publication presents a statistical report of current general and financial information on Catholic elementary school education in the United States. The report is a companion piece to "United States Catholic Elementary and Secondary Schools, 1987-88." Both reports overview and analyze the core school, enrollment trends, and staffing data of the National Catholic Educational Association historical file on the elementary level. Data are highlighted in several tables: (1) elementary enrollment-public/private 1970 to 1992; (2) private elementary school enrollment by affiliation 1965-66 and 1978-79; (3) Catholic high school trends 1979-80 to 1987-88; (4) operating expenses-Catholic elementary schools 1985-86; (5) operating expenses-Catholic elementary schools 1986-87; (6) elementary school revenues-by millions of dollars and by percentages 1986-87; (7) tuition ranges-Catholic elementary schools 1987-88; and (8) summary report of basic school statistics for schools, enrollment, and teachers sorted by region, state, and diocese. Information for this report was gathered from 172 diocesan offices. (SI)

ED 300 902 EA 020 461
Guerra, Michael J. Donahue, Michael
Catholic High Schools and Their Finances 1988.
National Catholic Educational Association, Washington, D.C.
Report No.—ISBN-1-55833-017-8
Pub Date—88
Note—56p.; For related documents, see ED 256 051 and ED 273 036.
Available from—Publication Sales, National Catholic Educational Association (NCEA), Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852 ($10.00).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrators, Admission Criteria, *Catholic Educators, *Catholic Schools, *Educational Finance, Enrollment, Expenditure per Student, Family Income, *High Schools, National Surveys, Operating Expenses, Parent Participation, Private Schools, Salaries, *School Statistics, *Secondary Education, Student Characteristics, Tuition
Identifiers—*National Catholic Educational Association
This is a statistical report on Catholic high school education in the United States. The report builds on two previous reports ("The Catholic High School: A National Portrait," in 1985 and a follow-up study of high school finances in 1986). Data are drawn from a sample of 206 schools stratified on the variables of region and enrollment size. When compared with the earlier surveys, this survey can be used to monitor changes in income, expenses, tuition, and salaries. The report overviews and analyzes the core school, enrollment, and staffing data of the National Catholic Educational Association (NCEA) historical file on the high school level. Appended are average high school models; summary tables by governance, region, and enrollment; and a list of Catholic high schools (by region and reflected in this report). (SI)

ED 300 903 EA 020 462
Terrell, Charles S., Jr.
Toward Local Control of the California Schools in the 1990s: A Fifteen Point Education Plan.
Pub Date—23 Mar 88
Note—8p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Size, *Consolidated Schools, Decision Making, Educational Facilities, *Educational Policy, Elementary Secondary Education, Personnel Policy, *Public Schools, *School District Autonomy, *School District Reorganization, *School Districts, School Organization, Superintendents, Teacher Employment Benefits, Teacher Student Relationship
Identifiers—*California
This paper charts a proposed 15-point plan to move from the present California public school system, devised over 50 years ago, to a system flexible enough to go into the next century. The plan is proposed by Charles S. Terrell, Jr., Ed.D., San Bernardino County superintendent of schools. The 15 points address changes in these areas: (1) class size; (2) teacher-student ratios; (3) management positions; (4) support service personnel; (5) statewide salary and benefits schedules; (6) isolated secondary school staffing formula; (7) block grants; (8) district employees; (9) transfers; (10) statewide collective bargaining; (11) single district for small counties; (12) K-12 unified school districts only; (13) intermediate regional services; (14) better utilization of school facilities; and (15) changing the fiscal year. With the adoption of this plan, and an appropriate phase-in procedure, the critical elements of school policy would be made by those who control the essential resources (the state government) while, at the same time, reestablishing a significant element of local decision-making and responsibility of the local community (the district school board). A brief summary of the 15-point education plan concludes the paper. (SI)

ED 300 904 EA 020 464
Initiating Change in Schools. The Best of ERIC on Educational Management, Number 96. NASSP Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—400-86-0003
Note—5p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Change Agents, *Change Strategies, Educational Administration, *Educational Change, *Educational Improvement, Educational Research, Elementary Secondary Education, Leadership, *Literature Reviews, *Principals
Included in this annotated bibliography of 11 publications concerning initiating change in schools are 5 citations that specifically address the role of the principal. The more general title of administrator is the topic of one report while the behaviors of high school department heads are the subject of a research report. One additional publication reviewed deals with dimensions of organizational health that principals can use to rate their schools, and another discusses eight areas of organization and climate, making recommendations for each area to implement school improvement projects. The remaining two citations concern leadership and change in schools. (MLF)

ED 300 905 EA 020 465
School-Based Management. A Strategy for Better Learning.
American Association of School Administrators, Arlington, Va.; National Association of Elementary School Principals, Alexandria, VA.; National Association of Secondary School Principals, Reston, Va.
Report No.—ISBN-0-87652-138-3
Pub Date—88
Note—24p.
Available from—NAESP Ed Products Center, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 (Stock No. SBM-1; $1.75; quantity discounts).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Decentralization, Elementary Secondary Education, *Institutional Autonomy, Organizational Change, *Participative Decision Making, Principals, *School Based Management, *School Organization, Teaching (Occupation)
This pamphlet summarizes the recommendations of a task force of educational administrators who have experience in school-based management, a process of decentralization of authority based on the beliefs that those most closely affected by decisions ought to play a significant role in making those decisions, and that educational reform efforts will be most effective and long-lasting when carried out by people who feel a sense of ownership and responsibility for the process. Topics covered in the pamphlet are arranged as responses to the following queries: (1) just what school based management is; (2) why schools are turning to this new management process; (3) how school-based management relates to "teacher empowerment"; (4) how it affects decision-making; (5) how to implement school-based management; and (6) what obstacles districts might face. (TE)

ED 300 906 EA 020 467
LaPlant, James C.
An Examination of Approaches to Field-Based Learning in Other Professions.
Pub Date—Apr 88
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Education, *Apprenticeships, Comparative Analysis, Educational History, Educational Principles, Elementary Secondary Education, Higher Education, *Internship Programs, Legal Education (Professions), Medical Education, *Practicum Supervision, *Professional Education
An earlier review (Daresh and LaPlant 1985) resulted in an impression that most field-based training in educational administration is understaffed and undervalued. Accordingly, this review analyzes the historical development of apprenticeship models used in the preparation and continuing education of practitioners in medicine and law, in order to discover commonalities and differences in underlying assumptions with the field of educational administration. Topics discussed include (1) the historical relationship between apprenticeship and employee training; (2) the development and assumptions of legal education; (3) the history of medical education; and (4) the trends and issues in medical education. The subsequent section presents analogies and differences between the assumptions governing education and training in law and medicine and those that characterize the field of educational administration. The paper concludes with seven "lessons" to be learned from the comparison with respect to administrator preparation programs. (TE)

ED 300 907 EA 020 469
Schoppmeyer, Martin W.
The Attitudes of Practicing Principals in Arkansas toward Their Training Programs.
Pub Date—Oct 88
Note—21p.; Paper presented at the Annual Meet-

ing of the University Council for Educational Administration (Cincinnati, OH, October 30, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *Administrator Education, *Administrators, Curriculum, Educational Trends, Elementary Secondary Education, Interpersonal Communication, *Management Development, *Principals, Private Schools, Public Schools, Teacher Administrator Relationship
Identifiers—*Arkansas
This survey deals with the attitude of Arkansas principals toward matters which were lacking in their preparation and what should have been provided to them. Of the 1,021 principals in Arkansas' public and private schools, 661 usable responses were received. Emphasized is the dichotomy between theory and practice as the basis for principals' preparation. Results indicate a contradiction between team building and a lack of interpersonal skills. Curricular change is proposed. Appended are responses ranked in descending order of acceptability. (SI)

ED 300 908 EA 020 472
Chune, William H. White, Paula A.
School-Based Management. Institutional Variation, Implementation, and Issues for Further Research. CPRE Research Report Series RR-008.
Center for Policy Research in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Grant—OERI-G008690011
Note—46p.; For related document, see EA 020 473.
Available from—Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers University, Douglass Campus, New Brunswick, NY 08901 ($4.00; quantity discounts).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administration, Administrative Organization, *Administrative Policy, Educational Research, Elementary Secondary Education, Enrollment, Enrollment Rate, Literature Reviews, *Management Systems, Questionnaires, Research Methodology, *School Based Management
Identifiers—Policy Research
This paper reports the findings of a study (based on telephone interviews) of over 30 school-based management programs. Examined are the changes in roles, the strengths and limitations of various approaches, and the conditions most favorable to success. There are four main sections: (1) literature review; (2) research questions and methods; (3) research findings; and (4) a conclusion that presents recommendations for further research. The literature review and the section on research findings cover some common topics: operation and objectives, changed roles, evaluation and monitoring, and costs and problems of implementation. It is suggested that future research be concentrated in the areas of decentralization, program evaluation, organizational roles, implementation difficulties, and conflicts with state and district regulations. A list of interview respondents, a school-based management questionnaire, a list of student enrollment figures, and 14 references are appended. (SI)

ED 300 909 EA 020 473
White, Paula A.
Resource Materials on School-Based Management. CPRE Research Report Series RR-009.
Center for Policy Research in Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Grant—OERI-G008690011
Note—56p.; For a related document, see EA 020 472.
Available from—Publications, Center for Policy Research in Education, Eagleton Institute of Politics, Rutgers University, Douglass Campus, New Brunswick, NJ 08901 ($4.00; quantity discounts).
Pub Type— Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administration, Administrative Organization, Administrative Policy, Annotated Bibliographies, Educational Research, Elementary Secondary Education, Management Systems, Professional Personnel, Researchers, Resource Materials, *School Based Management
Identifiers—*Policy Research
This document is a three-part collection of information on school-based management which includes: (1) a list of researchers and practitioners with knowledge and expertise on school-based management; (2) a list and summary of school-based management programs throughout the country; and (3) an annotated bibliography on school-based management. The research for this document was conducted from September 1986 through May 1987. (Author)

ED 300 910 EA 020 476
Midwood, Dale Hillier, Dudley
Headsup: New Directions for Department Heads.
Ontario Secondary School Teachers' Federation, Toronto.
Report No.—ISBN-0-920930-32-8
Pub Date—87
Note—133p.
Available from—Resource Booklets, Ontario Secondary School Teachers' Federation, 60 Mobile Drive, Toronto, Ontario M4A 2P3, Canada ($5.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Role, Decision Making, *Department Heads, *Faculty Handbooks, Human Relations, Program Development, Resource Materials, *School Administration, Secondary Education, Staff Development, Teacher Administrator Relationship, Teacher Supervision
Identifiers—*Canada
This resource booklet attempts to describe the new directions of the department head role. In a recent study by Kenneth Leithwood, "The Secondary School Department Head," 1987, department heads identified democratic decision-making, human relations, planning for program and staff development, and teacher supervision as functions crucial to the role but for which they felt ill-prepared. This resource booklet outlines a profile of effective growth in the role and a comprehensive role description. Practical suggestions for application and performance improvement are incorporated as well. An overview of Leithwood's "profile summary" is placed at the beginning to serve as a reference point. An outline for a system role description is then presented in a form that provides the department head with a list of specific responsibilities and expected practices. The rest of the booklet provides specific explanations and practical suggestions for implementing the various aspects of the role description. Emphasis is placed on the most significant changes in the department head role. (SI)

ED 300 911 EA 020 477
Bartell, Carol A.
A National Perspective: Teacher Incentives and Educational Reform Measures. Policy Perspectives on Teacher Incentive Planning.
Spons Agency—North Central Regional Educational Lab., Elmhurst, IL.
Pub Date—Apr 88
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compensation (Remuneration), Elementary Secondary Education, *Incentives, Merit Pay, *Motivation Techniques, Recognition (Achievement), Teacher Education Programs, *Teacher Effectiveness, Teacher Employment Benefits, Teacher Morale, *Teacher Motivation, *Teacher Student Relationship
Many recent reports have predicted an impending crisis in the teaching profession. At the heart of the reports and the reform effort lies the notion that in order to improve school experience for children, school experiences for teachers ought to be improved. This paper deals with teacher incentives as a means of attracting, retaining, and motivating a quality teaching force. First, the concept of incentive is defined, followed by an outline of the present need for incentives in the teaching profession. Third, existing incentive plans have revealed four main outcomes: (1) the attraction of competent and talented individuals to the teaching profession; (2) the retention of superior teachers; (3) the improvement of teacher performance; and (4) the enhancement of teaching as a profession. Although plans differ in intent, design, and implementation, key general incentives of the various plans tend to be monetary compensation, professional status, recognition for achievements, increased responsibility, and conditions of the workplace. Appended is a conceptual framework for the examination of teacher incentive plans and 20 references. (SI)

ED 300 912 EA 020 478
Nigro, Kirk A.
Classroom Organization and Management: What Does Research Tell Us?
Pub Date—Nov 88
Note—17p.; Paper presented at the Annual Meeting of the National Social Science Association (Atlanta, GA, November 10-13, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Educational Development, Educational Objectives, Educational Planning, Elementary Secondary Education, *School Effectiveness, *Staff Development, *Student Development, *Teacher Effectiveness, Teaching Methods
Identifiers—Northern Michigan University
This paper looks at effective schools research as it relates to classroom management in participating schools associated with Michigan's Upper Peninsula Effective Schools Professional Development Program–a staff development program based on effective schools research and designed to bring about school improvement. Effective schools research provides a theoretical foundation for this paper's foci on planning issues and teacher behaviors as they relate to managing school work, developing curriculum, and determining student performance expectations. (JAM)

ED 300 913 EA 020 479
Gerla, Samuel, E.
Examination of the Conditions and Expectations Surrounding Superintendent Selection in Washington State School Districts.
Pub Date—May 87
Note—44p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Qualifications, *Administrator Selection, *Board Administrator Relationship, Elementary Secondary Education, *Employment Qualifications, Job Applicants, Personnel Management, Personnel Selection, *Superintendents
Identifiers—*Carlson (Richard), *Washington
The purpose of this study was to collect data from 40 school superintendents who were newly hired in Washington school districts just prior to the 1986-87 school year, assess the conditions within a school district when hiring a superintendent; and evaluate expectations placed upon a new chief executive by the board of education. Thirty-eight superintendents completed and returned the survey for a 95 percent return rate. The theoretical foundations for the study rely on Richard O. Carlson's analyses of superintendent selection and succession processes. The research analyses matched Carlson's conclusions that involuntary school board turnover impacts what type of superintendent is hired; that gaps exist between superintendent performance and expectations; that new school board members feel they have a mandate for school improvement which is mirrored in the superintendent selection process; and that when the board has been dissatisfied with school administration, new superintendents are given authority to act. (JAM)

ED 300 914 EA 020 480
Collins, Clinton
Should Mortimer Adler's "Paideia Proposal" Have Been Dedicated to John Dewey?
Pub Date—5 Apr 88
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum, Curriculum Design, Curriculum Development, Educational History, *Educational Philosophy, *Educational Theories, *Educational Trends, Elementary Secondary Education, *Foundations of Education, *Progressive Education, Thematic Approach

Identifiers—Adler (Mortimer), *Dewey (John), Hutchins (Robert), *Paideia Proposal, Rorty (Richard)

The purpose of this paper is to explain the relationship of Mortimer Adler's Paideia Proposal to John Dewey's "progressive" educational philosophy; to demonstrate Adler's and Dewey's philosophical similarities; and to discuss the impact and implications of their works on public school curriculum design ideology. Two common denominators are found in both Adler's and Dewey's writing: They agree that schools should promote cultural integration, and schools should search for a means to avoid traditional patterns of elitism based on European models. In discussing this common philosophical framework under which Adler and Dewey base their assumptions, the text mentions the works of Robert Hutchins and Richard Rorty to designate the century old conflict between educators who favor a preponderance of liberal arts courses and those who favor a greater emphasis on science and technology courses in the public school curriculum. (JAM)

ED 300 915 EA 020 481

Challenges for School Leaders.

American Association of School Administrators, Arlington, Va.

Report No.—ISBN-0-87652-125-1

Pub Date—88

Note—98p.

Available from—Publication Sales, American Association of School Administrators, 1801 N. Monroe St., Arlington, VA 22209-9988 (Stock No. 021-00215; $12.95 plus $3.50 postage and handling; quantity discounts).

Pub Type— Books (010) — Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Administrative Change, *Administrative Organization, *Administrative Policy, Curriculum Development, Elementary Secondary Education, High Risk Students, *Leadership Responsibility, Management Development, Parent Participation, Parent School Relationship, Participative Decision Making, Program Descriptions, Surveys

This book is a compilation of the recommendations on leadership contained in education reports and management studies over the past 5 years. In addition exemplary programs reported in a survey by the American Association of School Administrators are presented throughout the book in sections titled "Promising Practices." Eight issues identified in the reports and addressed by the educational leaders are discussed: (1) what leadership is; (2) what education reports say about leadership; (3) sharing-decision making; (4) attracting, motivating, and rewarding good teachers; (5) curriculum leadership; (6) leadership for at-risk students; (7) building partnerships; (8) involving parents; and (9) leadership beyond the reports. Lists of education reports addressed and business texts consulted are included. (SI)

ED 300 916 EA 020 482

Van Brummelen, Harro

In the Training and Instruction of the Lord: Curriculum and Its Change Agents in Three Christian Schools.

Pub Date—Jun 88

Note—41p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Windsor, Ontario, Canada, June 1988).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Church Role, *Curriculum Design, Curriculum Development, Educational Change, Elementary Secondary Education, Foreign Countries, Nontraditional Education, *Parochial Schools, Philosophy, *Private Education, *Private Schools, *Religious Cultural Groups, *Religious Education

Identifiers—*British Columbia

This study investigates, first, how the curricula of Christian schools differ according to the way their supporters view the role of Christians in contemporary society. Second, it analyzes the role of curriculum change agents in schools that are locally autonomous and have little or no external support system. This study looks at the curriculum-in-use in three neighboring British Columbia Christian schools: Agape Academy, Bethel Christian School, and Covenant Christian School. One set of questions in this study focused on the programs taught in the locally-controlled Christian schools. A second cluster of questions focused on the significant factors and change agents influencing curriculum implementation in Christian school settings. Three major factors affecting implementation of change are highlighted: (1) how each school's environment influenced its curriculum; (2) the characteristics and behavior of change facilitators; and (3) the nature of both the old and the new programs. The goals and philosophies of these schools are also discussed. Future research needs to explore whether or how the lives of Christian school graduates differ from their public school counterparts. Appended are the footnotes. (SI)

ED 300 917 EA 020 483

Norris, Howard A. Gamble, Lanny R.

Current Efforts To Reform Public Education: How Do Principals Respond?

Pub Date—Nov 88

Note—25p.; Paper presented at the Fall Meeting of the Southern Regional Council for Educational Administration (Atlanta, GA, November 13-15, 1988).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Change Agents, *Educational Change, Educational Improvement, *Educational Quality, Educational Research, Elementary Secondary Education, *Principals, *Public Schools, *Teacher Improvement

Identifiers—*Alabama

Three major purposes comprise the focus of this study. First, it determined the perceptions of Alabama public school principals regarding the degree of importance and extent of implementation of 21 specific educational reform recommendations from 7 major national reform proposals issued in 1983. Second, it discovered the perceptions of these same principals regarding the overall effect of recent reform efforts on students and teachers. Third, it specified perceptual differences or similarities based on level and type of school. The researcher developed a questionnaire distributed to 250 randomly assigned principals, of whom 210 (84 percent) responded. The instrument incorporated three Likert-type scales; used frequencies to measure the percentage of responses to determine the perceptions of principals regarding the importance, implementation, and overall effect of reform; and applied Fisher's Exact Test of Independence to categorize significant differences in the perceptions of groups of principals. Generally, the principals believed that the reforms were important for improving education; however, a sizeable minority felt that they did not have a therapeutic effect on students or teachers nor have they been widely implemented in the state. (JAM)

ED 300 918 EA 020 484

Apling, Richard N.

The Impact Aid Programs (P.L. 81-874 and P.L. 81-815): Modifications Resulting from the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. (P.L. 100-297). CRS Report to Congress.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—EPW-88-399

Pub Date—31 May 88

Note—19p.

Pub Type— Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Finance, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Financial Support, *Government School Relationship, *School Districts

Identifiers—*Impact Aid

This report discusses significant modifications to the Impact Aid programs (Public Law 81-874 and Public Law 81-815), as a result of Public Law (P.L. 100-297 (the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988). These changes include extending the authority for P.L. 81-874 and P.L. 81-815 through fiscal year 1993; simplifying the determination of maximum payments under major sections of P.L. 81-874; changing the percentage of previous year grants that some districts receive as preliminary payments under P.L. 81-874; creating a new system for P.L. 81-874 payments when appropriations are insufficient for fully funding the program; and specifying "hold harmless" rules for payment to some types of districts. This report discusses these and other changes in Impact Aid resulting from P.L. 100-297. Possible effects of P.L 100-297 on Impact Aid are also discussed. Appended are additional ammendments to P.L. 81-874 and P.L. 81-815. (SI)

ED 300 919 EA 020 485

Apling, Richard N.

The Impact Aid Program under Section 3 of Public Law 81-874: Financial Assistance for Local Education Agencies in Areas Affected by Federal Activities. CRS Report for Congress.

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—EPW-88-440

Pub Date—17 Jun 88

Note—28p.

Pub Type— Reports - Research (143) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Finance, Elementary Secondary Education, *Federal Aid, *Federal Legislation, *Federal Programs, *Federal State Relationship, Financial Support, *Government School Relationship, *School Districts

Identifiers—*Impact Aid

This report discusses Section 3 of Public Law (P.L.) 81-874, one component of the Impact Aid program. Section 3 provides financial assistance through formula grants to local school districts in which a Federal activity or project increases the number of children the local school district must educate. Section 3 is the largest part of the Impact Aid program. The first two parts of this report define Impact Aid and Section 3 of P.L. 81-874. The third part of the report discusses how Section 3 payments to school districts are determined considering three broad conditions: (1) maximum payment levels; (2) payment determination when appropriations are insufficient; and (3) payment determination under current law. Parts 4 and 5 present funding trends for P.L. 81-874 and for Section 3 since fiscal year 1980 and discuss trends in numbers of school districts receiving funds under Section 3. The report concludes with a synopsis of a continuing debate regarding Section 3: whether all Section 3 payments to school districts are justified. Appended is a brief description of P.L. 81-874 and P.L. 81-815. (SI)

ED 300 920 EA 020 486

Lake, Sara

Scheduling the Middle Level School: Philosophy into Practice. Practitioner's Monograph #1.

California League of Middle Schools, Sacramento.

Pub Date—Apr 88

Note—21p.

Available from—Publication Sales, California League of Middle Schools, 1107 Ninth Street, Suite 150, Sacramento, CA 95814 ($4.25).

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Core Curriculum, *Curriculum Development, Educational Facilities, Humanities Instruction, Junior High Schools, *Middle Schools, Public Schools, *School Schedules, School Size, Student Development, Teacher Effectiveness, Teacher Placement, Teaching Methods, *Team Teaching, Transitional Programs

Identifiers—*California

A recent California task force report on middle grade education, "Caught in the Middle," recommends that the master schedule provide for extended time blocks for core curriculum courses. Several goals of middle school education will be fulfilled by the program which is often called "core block" or "block time." The goals include (1) transition; (2) student guidance; (3) belonging; (4) interdisciplinary focus; (5) teacher collegiality and professionalism; (6) variety of instructional methods; and (7) access to key learning experiences. The task force report recommends a "humanities" core for the middle school curriculum. Collaborative team planning that evolves into interdisciplinary team teaching describes the ideal teacher assignments presented in the paper. The "house" plan is described as a possible option for providing transition from the self-contained elementary classroom to the multiteacher, departmentalized mode of high school. Other features of the "core block" program are also discussed: homeroom/student advisory schedule, exploratory offerings, electives, small school size, facilities, and flexible-modular schedul-

ing. Implementation of the "block time" program calls for a pilot project to aid in the transition process. Appended are 33 references. (SI)

ED 300 921 EA 020 487
Moorefield, Story
The Burgeoning Adopt-a-School Movement.
National Association of Elementary School Principals, Alexandria, VA.
Pub Date—Nov 88
Note—7p.
Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke St., Alexandria, VA 22314 ($2.50).
Journal Cit—Streamlined Seminar; v7 n1 Nov 1988
Pub Type— Collected Works - Serials (022) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Education, Cooperative Planning, *Cooperative Programs, Corporate Support, Elementary Secondary Education, Public Schools, *School Business Relationship, *School Community Relationship, School Support
Identifiers—*Adopt a School
This bulletin describes the growing Adopt-a-School Movement, a grass-roots initiative by the public schools' external constituencies to assist financially and materially either an individual school or an entire school system to design educationally enriching programs. Examples are given of banks, major corporations, local businesses, foundations, colleges, the military, and civic groups who work with individual schools and school systems to provide children with job-related skills so that one day they may enter the labor force and contribute to the economy. (JAM)

ED 300 922 EA 020 488
Robinson, Carol
School-Based Budgeting Survey Study of Pilot Schools.
Albuquerque Public Schools, N. Mex.
Pub Date—Jan 87
Note—24p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Budgeting, Decentralization, *Educational Finance, Elementary Secondary Education, Expenditures, Nontraditional Education, Public Schools, *School Based Management, School Effectiveness, *School Organization, School Surveys
Identifiers—*New Mexico (Albuquerque)
This report describes results of a survey on school-based budgeting (SBB) in the Albuquerque, New Mexico, public schools (APS). SBB began in the 1986-87 school year at 33 of the 116 APS schools and alternative schools, with 16 elementary, 11 middle, and 6 high schools, participating in the first year. A total of 131 responses were received from the 33 pilot schools, with 31 (24 percent) of the respondents representing the high schools, 55 (42 percent) representing the middle schools, and 45 (34 percent) representing the elementary schools. Ninety-two (70 percent) of the respondents affirmed that school-based budgeting offers advantages not found in centralized budgeting systems. Background, evaluation design, and results for the program are presented. The survey form included four open-ended questions: (1) how SBB helped meet each school's needs; (2) what advantages over a centralized budget system were experienced; (3) any problems experienced with the implementation of SBB; and (4) recommendations and/or requests for 1987-88 continuation of the SBB plan. A summary of responses for the four questions is provided. Appended is a sample form of the SBB survey. (SI)

ED 300 923 EA 020 490
Levin, Henry M.
Structuring Schools for Greater Effectiveness with Educationally Disadvantaged or At-Risk Students.
Pub Date—Apr 88
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Acceleration (Education), Decision Making, *Educationally Disadvantaged, Elementary Education, *High Risk Students, Organizational Objectives, Program Effectiveness, *School Based Management, *School Effectiveness, *School Organization, School Policy, School Role
This paper discusses the effective restructuring of schools to accommodate at-risk children. Broadly, it addresses some issues of school structure and management for meeting the educational needs of this large and increasing group of students. Specifically, it defines and analyzes effectiveness within the accelerated schools model developed by Stanford University researchers to accelerate the academic progress of disadvantaged learners. It mentions the disadvantages that school districts face in the absence of such a model, suggests to administrators and policymakers how to shift district-based organizational decisions to school-based ones, and lists the advantages associated with this new arrangement. (JAM)

ED 300 924 EA 020 491
Davies, Daniel R. And Others
Policies, Local Control, and Other Antiquities.
National School Boards Association, Alexandria, VA. Educational Policies Service.
Pub Date—Oct 88
Note—6p.
Journal Cit—Updating School Board Policies; v19 n9 p1-4 Oct 1988
Pub Type— Collected Works - Serials (022) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Board of Education Policy, *Educational Policy, Federal Government, *Federal Regulation, *National Programs, Policy Formation, Politics of Education, *Prediction
Identifiers—Nation at Risk (A)
This bulletin focuses on the views of four authors. The first, Daniel R. Davies, describes the rise and fall of local control and local school board policies and predicts how the vacuum will be filled. Specifically, he analyzes the concomitant waning of local control and school board policymaking power and forecasts stages in the transition from local to national supervision of education. The next three authors, Victor Ross, Linda Leopardi, and Ann P. Kahn, ideologically object to Davies' views on the basis that public monitoring of education will not be as sensitive, flexible, or accountable to local needs as local school boards are now. (JAM)

ED 300 925 EA 020 492
LeBlanc, Patrice R.
The Process of Planning for Educational Change.
Pub Date—[88]
Note—20p.; Paper presented at the Leadership Training Clinic of the Association of Teacher Educators (Starkville, MS, August 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Administration, *Educational Assessment, *Educational Change, Educational Environment, Educational Objectives, *Educational Planning, Needs Assessment, Program Evaluation, *Program Validation
Two sections comprise this essay describing the process of planning for educational change. The first section defines values, goals, and operating procedures. These factors combine to facilitate educational change. The second section identifies the three phases of educational planning. Needs assessment, management techniques, and evaluation procedures require the processing of data to address organizational problems and to carry out the appropriate change. Descriptions of the concept of environmental issues as well as the cyclical nature of the planning process clarify educational change practices. (JAM)

ED 300 926 EA 020 494
Godfrey, Margaret
Case Study in Change: Appointed to Elected School Board.
Pub Date—Feb 87
Note—14p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 1987).
Pub Type— Collected Works - General (020) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Policy, *Boards of Education, *Change, *Change Agents, Elementary Secondary Education, *Local Issues, *Political Influences, Political Power, Politics of Education, Public Schools
Identifiers—*New York (New Rochelle)
This case study documents how the school board of the city of New Rochelle, New York, handled change when it transmuted from being appointed to being elected. Local policy implications undergird such a transition. Specifically, a review of political influences and outcomes on school board policy and how the board and the city's politicians coped with various issues before, during, and after the transition process comprise the crux of this study. (JAM)

ED 300 927 EA 020 495
Elmore, Richard F.
Contested Terrain: The Next Generation of Educational Reform.
Spons Agency—Association of California School Administrators.
Pub Date—Jan 88
Note—24p.; Report prepared for the Commission on Public School Administration and Leadership.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, *Educational Change, *Educational Improvement, Educational Policy, Educational Quality, Educational Technology, Elementary Secondary Education, Instructional Improvement, *Public Schools, School Choice, School Community Relationship, *School Effectiveness, Teacher Student Relationship
Identifiers—Association of California School Administrators
The purpose of this paper is to assess the present instructional program of public education and to present recommendations for changing schools that will enhance the effectiveness of instruction. The midsixties to the late seventies are described as periods of equity and reform in the areas of rights and entitlements. Beginning in the late seventies, a shift in educational policy resulted in the current generation of reforms centering around quality, productivity, efficiency, and performance. The document speculates about the themes of the next generation in the areas of changing patterns of society, community and family; the lack of engagement in learning; and the professionalism of teaching. The focus then shifts to the central problem of school effectiveness, which is the constructing of various domains of authority and responsibility under which teachers and students operate. The domains discussed are the classroom, the school, the school within the school system, and the school system and their communities. Finally, five radical proposals that educators might pursue are outlined: (1) dramatic reductions in the scale of schools; (2) choice of the technology of instruction residing with the school; (3) choice of internal organization residing with the school; (4) choice of school by clients and educators; and (5) creation of policy "free zones" in which whole sets of existing regulations are waived for specific settings on conditions of performance. Appended are 10 references. (SI)

ED 300 928 EA 020 496
Catterall, James S.
"Social Capital" and the Improvement of Instruction.
Pub Date—Feb 88
Note—24p.; Report prepared with the assistance of David Moody for the Commission on Public School Administration and Leadership, Association of California School Administrators.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Educational Improvement, *Educational Innovation, Educationally Disadvantaged, Educational Quality, Elementary Secondary Education, *Instructional Improvement, Organizational Change, *Organizational Effectiveness, Public Schools, *School Effectiveness
Identifiers—California, *Coleman (James S), Social Capital
This paper provides responses to questions which address the effectiveness of California's instructional program and possible strategies for its improvement. The text mentions several topics including "excellence for all"; the needs of a "demographically changing student population"; James Coleman's notion that public schools meet the "social capital" needs of children; and "structural, organizational, and environmental changes at the school site level." Undergirding the responses are the assumptions that the questions interrelate, and that Coleman's "social capital" idea links to instructional program effectiveness and improvement issues. In refuting Coleman's notions, public school

organizational and instructional reforms are proposed. (JAM)

ED 300 929 EA 020 497
Andrews, James B. Neuroth, Richard
Environmentally Related Health Hazards in the Schools.
Pub Date—3 Oct 88
Note—8p.; Paper prepared for the Annual Meeting of the Association of School Business Officials International (Detroit, MI, October 2-6, 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Air Pollution, *Educational Facilities, Elementary Secondary Education, *Environmental Standards, *Hazardous Materials, *Health Needs, Physical Health, Poisons, Special Education, Toxicology, Ventilation
Identifiers—Clean Air Amendments 1970
The quality of air inside the schoolhouses of America may have a profound effect on students' ability to concentrate on their lessons. The environmental hazards that influence the quality of the indoor air (IAQ) of our schools have not been well understood. Research evidence suggests that school age children and youth (especially those under the age of 10) exposed to the types of contaminants found inside some buildings are especially vulnerable and at a greater health risk than the adult population. A brief historic review of IAQ includes a discussion of the Clean Air Act of 1970, conservation measures of the early 1970s, and the new types of particles and gases introduced into the indoor air over the last few decades. Some children, those pre-school age to age 10 and special education students, may have health characteristics that compound their risk. Some of the children's unique susceptibilities include (1) developing organs and systems; (2) low immune competency; (3) fragile central nervous systems; (4) immature liver and kidneys; (5) retention of toxins for long periods; (6) skin sensitive to inhaling, ingesting, and absorbing pollutants; and (7) possibly greater exposure to certain hazards. Appended are seven references. (SI)

ED 300 930 EA 020 510
Hart, Thomas E.
Involving Parents in the Education of Their Children.
Oregon School Study Council, Eugene.
Pub Date—Nov 88
Note—48p.
Available from—Publication Sales, OSSC, 1787 Agate Street, University of Oregon, Eugene, OR 97403 ($5.00 prepaid; $2.00 postage and handling on billed orders; quantity discounts).
Journal Cit—OSSC Bulletin; v32 n3 Nov 1988
Pub Type— Reports - Evaluative (142) — Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, *Human Capital, *Parent Participation, *Parent Student Relationship, *Socioeconomic Influences
Identifiers—Coleman (James S), Hoffer (Thomas), *Oregon
Two decades of research show that parental involvement is associated with greater student achievement, improved parent and student attitudes toward education, and additional parent participation in other school activities. These conclusions are applicable to students at all educational levels and from diverse social and economic backgrounds. Aware of parental participation benefits, schools are exploring creative ways to involve parents directly in the learning process. This Bulletin explores parents' involvement in their children's education, combining research references with reports on individual school practices. Chapter 1 provides supportive research findings on parental involvement and explores James Coleman and Thomas Hoffer's "social capital" theory. Chapter 2 discusses programs for preschool, elementary, and high school children and their parents that positively affect student achievement levels. Chapter 3 concentrates on two academic programs ("Reading Is Fundamental" and "Family Math") that teach parents how to become more effective partners in their children's education. The final chapter presents conclusions and recommendations for parents, teachers, school boards, and state boards of education. Included is an appendix with program names and addresses, a bibliography of 33 references, and 15 interviews. (MLH)

EC

ED 300 931 EC 211 072
Kowalski, Gabrielle Ghazi, Mani
Collaborative Efforts of Service Delivery Agencies, Colleges, and Universities.
Pub Date—2 Jan 88
Note—41p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (112th, Washington, DC, May 29-June 2, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agencies, *Cooperative Programs, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, *Mental Retardation, Needs Assessment, *Sabbatical Leaves
The paper describes a collaborative program between a private non-profit agency providing services to the retarded and a local college in which a college faculty member used his sabbatical to provide training and clinical support to agency staff. A needs assessment of the 12 teachers and 24 teaching assistants involved resulted in identifying the following content of the inservice presentations: behavior management, behavioral objectives, normal child growth and development, retarded development, curriculum development and models, evaluation of students, learning theories, teaching techniques, working with parents and related professionals, and the role of play. The inservice program included a mixture of lectures, discussion, role playing, and self-instruction. Classroom visits by the visiting faculty member provided ongoing support. The program's benefits for the agency included improved staff competence and, for the faculty member, hands-on experience in applied settings. Guidelines for establishing such collaborative programs are offered covering funding sources, the job description of the faculty member, and ongoing needs assessment. (DB)

ED 300 932 EC 211 076
AIDS Issues (Part 1). Hearings before the Subcommittee on Health and the Environment of the Committee on Energy and Commerce. House of Representatives, One Hundredth Congress, First Session (March 10 1987–Cost and Availability of AZT; April 27, 1987–AIDS and Minorities; September 22, 1987–AIDS Research and Education).
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
Pub Date—Sep 87
Note—280p.; Serial No. 100-68. Portions contain small/marginally legible print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Diseases, *Drug Therapy, Outcomes of Treatment, *Public Health, *Special Health Problems
Identifiers—AZT (Drug)
The texts of three hearings on issues connected with AIDS (Acquired Immune Deficiency Syndrome) are recorded in this document. The first hearing concerned the availability and cost of the drug azidothymidine (AZT) for victims of the disease and considered such questions as what a fair price for AZT is, who will pay for people currently being treated free, who will pay for people after the drug is approved, who is responsible for people who cannot pay. The second hearing (which was held in Houston, Texas) was designed to bring public attention to the disproportionate dangers that AIDS poses for minorities in America–an issue that has been largely unaddressed. The purpose of the third hearing was to build on the already established public acceptance of the need for AIDS education and research by securing adequate and speedy government support for this work. Testimony is included from representatives of such organizations as the Jefferson Davis Hospital in Texas, the General Accounting Office, the People with AIDS Coalition, the American Foundation for AIDS Research, the Centers for Disease Control, the Gay Mens' Health Crisis, the Steering Committee on Aids of the National Academy of Sciences, and the Department of Health and Human Services. (DB)

ED 300 933 EC 211 077
Kuhnman, Liane M.
Preschoolers' Disfluency: Is It Related to the Intended Message?
Pub Date—Nov 87
Note—14p.; Paper presented at the Annual Conference of the American Speech, Language and Hearing Association (New Orleans, LA, November 13-16, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, *Interaction Process Analysis, *Interpersonal Communication, *Mothers, *Parent Child Relationship, Preschool Children, *Stuttering
The study investigated: (1) whether the mothers of young stuttering children differ from the mothers of young normally disfluent children in their verbal interaction patterns during free play with their children; and (2) whether disfluency in young children is related systematically to the type of speech act expressed. Four preschoolers and their mothers participated in the study. Forty-five minute conversational speech samples which were audio- and video-recorded were analyzed. Results indicated that the speech act categories used most frequently by the two groups of mothers did not vary in percentage of occurrence. The mothers did differ, however, in the number of utterances they produced when compared to the number of utterances produced by their children. The mothers of stuttering children talked more frequently. There was also a trend for the normally disfluent children to produce more disfluencies on statements while the young stuttering children were more disfluent on descriptions. Both groups of children exhibited more whole- and part-word repetitions than any other types of disfluency. (Author/DB)

ED 300 934 EC 211 078
Robinson, George Maines, Barbara
They Can Because...A Workshop in Print. Workshop Perspectives 3.
Association of Workers for Maladjusted Children, Birmingham (England).
Pub Date—88
Note—29p.
Available from—Association of Workers for Maladjusted Children, Westhill College, Selly Oak, Birmingham, England B29 6LL (2 pounds).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Behavior Change, *Behavior Disorders, Elementary Secondary Education, *Emotional Disturbances, Inservice Teacher Education, Intervention, *Self Esteem, *Teacher Attitudes, *Teaching Methods
The booklet was developed from experience in presenting lectures and workshops for those working with children having emotional and behavioral difficulties. The text is organized around activities individuals can do to better understand themselves and their work with such children. Activities and related information cover such alternative approaches to behavior problems as the causal, behaviorist and interactionist approaches and the raising of self-esteem as the facilitator of change. Major studies demonstrating the importance of self-concept are briefly summarized. Suggestions for teachers conducting a simple and useful research project are offered. Specific suggestions for working with troubled children include labeling the act and not the child, removing the threat of failure for the child by taking the risk oneself, using non-verbal interventions (e.g., pat on the back), and avoiding negative comments. Also discussed are stress and frustration at work and the self-concept of the school. Twelve key factors for school effectiveness are outlined. Numerous cartoon drawings illustrate the text. (DB)

ED 300 935 EC 211 079
Laslett, Robert
Changing Perceptions of Maladjusted Children 1945-1981. Second Edition, Monograph 2.
Association of Workers for Maladjusted Children, Birmingham (England).
Pub Date—86
Note—51p.
Available from—Association of Workers for Maladjusted Children, Westhill College, Selly Oak, Birmingham, England B29 6LL (2 pounds, 50

pence).
Pub Type— Reports - Descriptive (141) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Attitude Change, *Behavior Disorders, *Definitions, Educational History, *Educational Legislation, *Educational Needs, *Educational Trends, Elementary Secondary Education, Emotional Disturbances, Foreign Countries, Trend Analysis
Identifiers—*United Kingdom
The monograph looks at changing perceptions of maladjusted children in the United Kingdom from 1945 to 1981. In 1945 these children were first recognized as a category of handicapped pupils in the law and in 1981 the Education Act replaced specified categories of handicap with a concept of special educational provision based on the special educational needs of individual children. Topics considered in the monograph include the following: the 1945 definition of maladjusted children; perceptions of maladjusted children from 1945 to 1970; perceptions of maladjusted children as being ill; maladjustment and emotional disturbance; the Underwood Report (1955) of the Committee on Maladjusted Children; the concept of psychiatric disorder; the Department of Education and Science Circular of March 1975; the behavioral model; the Warnock Report of 1978 by the Committee of Enquiry into the Education of Handicapped Children and Young People. An appendix reviews means of identifying maladjusted children. (DB)

ED 300 936 EC 211 080
Rimmer, Alan, Ed.
Residential Workers' Pack.
Association of Workers for Maladjusted Children, Birmingham (England).
Pub Date—86
Note—40p.; Printed on colored paper.
Available from—Association of Workers for Maladjusted Children, Westhill College, Selly Oak, Birmingham, England B29 6LL (2 pounds, 50 pence).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Attendants, Behavior Change, *Emotional Disturbances, Foreign Countries, Inservice Education, Models, Nonprofessional Personnel, Placement, *Residential Programs, Therapy
Identifiers—United Kingdom
The packet of information is intended to help residential workers with disturbed children in the United Kingdom. The first section on theory contains two papers: "Which Children Come Into Residential Care?" (Robin Benians); and "Models of Treatment: Behavioral, Psychodynamic, Cognitive" (Daphne Lennox). The next section contains practical guidance directly related to the therapeutic management of disturbed children with subsections on the basic needs of children, reasons for stealing, innate conflicts in residential placement, and the child in relation to the family and community. The final section contains materials for use in training and discussion including a school evaluation form covering educational arrangements, care arrangements, and staffing/accommodation/resources. (DB)

ED 300 937 EC 211 081
Stainback, Susan Stainback, William
Understanding & Conducting Qualitative Research.
Council for Exceptional Children, Reston, Va.
Report No.—ISBN-0-8403-5020-1
Pub Date—88
Note—125p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA ($19.50; $15.60 members, Publication No. 329).
Pub Type— Books (010) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Data Analysis, Data Collection, *Disabilities, Elementary Secondary Education, Ethics, *Ethnography, Field Studies, Generalization, Holistic Approach, *Observation, Preschool Education, Program Validation, *Qualitative Research, Reliability, *Research Design, *Research Methodology, Research Reports, Special Education, Technical Writing
In this book, which applies the state of the art in qualitative research to special education, qualitative research is used as a generic term for investigative methodologies described variously as ethnographic, naturalistic, anthropological, field research, or participant-observer research. Chapter 1 introduces and defines qualitative research and explains how it differs from quantitative research. Chapter 2 discusses the characteristics of qualitative research and its utility in providing a holistic description of educational programs and their social validity. Chapters 3, 4, and 5 cover methodological considerations involved in designing, conducting, and reporting qualitative research. Specific points covered include: the pre-fieldwork stage, site and participant selection, researcher role, data collection, recording methods, data organization and analysis, corroboration, contents of a written report, report organization, report writing, and report dissemination. The validity, reliability, and generalizability of research findings from a qualitative theoretical orientation are discussed in Chapter 6. Chapter 7 provides guidelines for responsible use of qualitative methodology, by such means as avoiding misuse, avoiding undue claims, and considering ethical issues. (JDD)

ED 300 938 EC 211 082
Insurance Protection for Catastrophic Health Expenses for Individuals under Age 65. Hearings before the Subcommittee on Health of the Committee on Ways and Means. House of Representatives, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Ways and Means.
Pub Date—12 May 87
Note—106p.; Serial 100-37. Portions of document contain small light type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Advocacy, *Disabilities, *Financial Support, Government Role, *Health Insurance, Health Services, Hearings, Individual Needs, *Medical Services, *Public Policy, *Special Health Problems
Identifiers—*Catastrophic Insurance, Congress 100th
The hearing reported in this document sought to obtain information concerning the nature and extent of the problem of Americans who do not have financial access to necessary health services and are at risk for catastrophic expenses, and to examine possible solutions to the problem. Witnesses included representatives from American Airlines, the Children's Defense Fund, the National Association of Children's Hospitals and Related Institutions, and the U.S. Chamber of Commerce. In addition, statements were submitted for the record by representatives from the American Chiropractic Association; the American Medical Association; the ERISA Industry Committee; and the Select Committee on Children, Youth, and Families of the U.S. House of Representatives. (JDD)

ED 300 939 EC 211 084
McLean, Mary Odom, Sam
Least Restrictive Environment and Social Integration. Division for Early Childhood White Paper.
Council for Exceptional Children, Reston, VA. Div. for Early Childhood.
Pub Date—Jun 88
Note—10p.
Available from—Division for Early Childhood, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (single copy free).
Pub Type— Opinion Papers (120) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Mainstreaming, Preschool Children, *Preschool Education, Program Development, Social Development, *Social Integration, Special Education, *Student Placement
The paper recommends that young children with disabilities be placed in preschool classes with normally developing children whenever possible. Significant benefits are cited in the areas of social, emotional, and communication development when children with handicapping conditions are educated in settings with their nonhandicapped peers. Four potential options for integrating young children with handicaps and normally developing children are outlined, including mainstreamed educational programs, mainstreamed noneducational programs, integrated special education or reverse mainstreamed programs, and nonintegrated special education programs located in regular elementary schools. Sample programs within each option are briefly described. The paper concludes with a list of 26 references for further information about options and procedures for integrating children with handicaps and normally developing children. (JDD)

ED 300 940 EC 211 085
Garland, Corinne And Others
Case Management. Division for Early Childhood White Paper.
Association of Workers for Maladjusted Children, Birmingham (England).
Pub Date—Jun 88
Note—13p.
Available from—Division for Early Childhood, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 (single copy free).
Pub Type— Opinion Papers (120) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, *Caseworker Approach, Cooperative Planning, *Delivery Systems, *Disabilities, Family Involvement, *Interdisciplinary Approach, Intervention, Models, Preschool Education
Identifiers—*Case Management, *Early Intervention, Transdisciplinary Approach
Models of collaboration among disciplines and among agencies have been developed in the early intervention field in response to the need for service coordination for young special needs children and their families. Case management is seen as a mechanism for effectively coordinating these services, and encompasses the tasks of assessing client needs, developing service plans, coordinating service delivery, monitoring service delivery, evaluating services, and advocating on behalf of the needs and rights of the client. Early intervention models using a case management approach include the transdisciplinary service model and the transagency model. Guidelines for choosing a case manager and determining the family's role in case management are outlined, and administrative and policy issues are considered. (JDD)

ED 300 941 EC 211 086
Bennett, Adrian T.
Schooling the Different: Ethnographic Case Studies of Hispanic Deaf Children's Initiation into Formal Schooling. Final Report.
City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.; Lexington Center, Inc., Jackson Heights, NY.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Feb 87
Grant—G008400653
Note—239p.
Pub Type— Reports - Research (143) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Compliance (Legal), *Cultural Differences, *Deafness, Decision Making, Elementary Education, *Ethnology, Family School Relationship, Handicap Identification, *Hearing Impairments, Hispanic American Culture, *Hispanic Americans, Individualized Education Programs, Needs Assessment, Parent Participation, Preschool Education, Qualitative Research, *Student Evaluation, Student Placement, Young Children
Identifiers—New York (New York)
An ethnographic study of the intake process involving the formal assessment, placement, and educational programming of 12 Hispanic deaf/hearing impaired children, aged 3-8, in both a private school for the deaf and the New York City public schools, was conducted over a 2-year period (1984-1986). Participant observation, interviewing, and electronic recording were used to monitor the intake process which included formal assessments, case conferences, parent/teacher meetings, written reports (including Individualized Education Programs), correspondence with state education officials, as well as both home and classroom interactional settings. Gaps were found to exist between policy/legal guidelines and actual practice, especially concerning the active participation of Hispanic parents in decision making, and the accurate assessment of the social, communicative, and educational abilities and needs of the deaf children. These gaps appeared to result from social and cultural rather than individual or psychological factors. In order to foster the provision of improved services for Hispanic families and their disabled children it is recommended that: (1) certain changes in legal

guidelines and organizational structures within special education systems be explored; (2) training programs for policy makers and educators in special education systems be instituted; and (3) training and information programs for Hispanic parents be developed. (Appendices constituting over half the document provide: (1) plans for further analysis of data and dissemination of results; (2) a description of a national survey used in the study with a summary of results; and (3) an extensive annotated bibliography for researchers and educators interested in applying the ethnographic perspective. Two research guides are also appended.) (Author/DB)

ED 300 942 EC 211 087
Obiakor, Festus E. And Others
Diminished Self-Concept of the Visually Impaired: Fact or Fiction?
Pub Date—[87]
Note—22p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adjustment (to Environment), Intermediate Grades, Junior High Schools, *Peer Relationship, *Physical Development, Residential Schools, *Self Concept, *Self Esteem, Special Schools, *Visual Impairments
Identifiers—*Student Self Assessment Inventory
The study compared the self-concepts of visually impaired (N=61) students, and normally sighted (N=229), all in grades 6 through 8. Self-concept was assessed with the Student Self-Assessment Inventory: General and Visually Impaired Forms. Visually impaired students and 76 of the sighted students were tested with the inventory's oral format (with slight additional modifications for the visually impaired) while the remaining sighted students received the written format. Visually impaired students were all residents at special schools for the visually impaired. The measure evaluates student self-knowledge, self-esteem, and self-ideal in the areas of physical maturity, peer relations, academic success, and school adaptiveness. Results indicated that differences in self-concept scores for normally sighted and visually impaired students were small and not influenced significantly by such factors as grade level, test format, or testing procedure and provided little support for the notion that visually impaired students have lower self-concepts than sighted peers. On some measures (e.g., physical maturity self-ideal) scores favored the visually impaired students. The differences that did exist between groups showed the area-specific nature of self-concept. (DB)

ED 300 943 EC 211 088
Furman, Gail Chase
The Work of the Special Education Director: A Field Study.
Pub Date—Apr 88
Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Organization, Administrator Attitudes, *Administrator Role, *Disabilities, Elementary Secondary Education, Naturalistic Observation, Organizational Communication, Principals, Qualitative Research, School Organization, Special Education Teachers, *Supervision, *Supervisors, Teacher Attitudes
Identifiers—*Special Education Directors
The first of a projected series of three studies addressing the differing organizational contexts of the special education director's work and the resulting consequences, this investigation examined the work of a special education director in a "staff" position with respect to the consequences to the district at this organizational placement choice. The naturalistic inquiry methodology involved open-ended and semi-structured interviews with the subject open-ended and semi-structured interviews with the subject special education director, other administrators, and special education teachers. Intensive field observations of the subject at work over a 3-day period were made and all special education teachers in the subject's district were surveyed. Analysis indicated that the director's work includes two functions, management and supervision, with the director's "staff office" position constraining the exercise of direct control over special education services at the building level; thus the director relies primarily on "expert power" processes to accomplish supervision. Advantages of such an organizational system to the district include visible involvement of principals in the special education process and little conflict between principals and director. Disadvantages include the unmet need of teachers for both closer supervision by the director and stronger advocacy with principals and the unmet need of the director for more direct control of special education services at the building level. (DB)

ED 300 944 EC 211 089
Reichman, Susan Zynkowski, Gloria
Testing Approaches and Uses with Bilingual, Special Needs Students.
Pub Date—Mar 88
Note—13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, Criterion Referenced Tests, Cultural Differences, *Disabilities, Elementary Secondary Education, *Eligibility, *Handicap Identification, Language Tests, *Limited English Speaking, Screening Tests, Standardized Tests, *Student Evaluation, Test Bias, Testing Problems, Workshops
The workshop examines testing approaches for use with bilingual or limited English speaking students in determining eligibility and need for special services. The workshop covers the following areas: (1) an overall process for deciding whether a student may be in need of special services; (2) ways to alleviate or avoid problems which may impact on obtaining accurate measures when testing limited English proficient students; (3) the types of tests appropriate for these students including psychometric considerations and associated test limitations; and (4) various other types of information needed to supplement test results. The overall process consists of seven steps including determining the student's oral language proficiency in English, determining the student's dominant language, and determining the student's level of functioning in the dominant language. Testing problems possibly encountered include the lack of qualified personnel able to assess the student in his dominant language, the lack of personnel familiar with the student's culture, and student unresponsiveness during assessment. Types of tests include language dominance tests, criterion-referenced checklists, and learning disability screening devices. Other information needed can involve existing records, questionnaires, interviews, and observations. (DB)

ED 300 945 EC 211 090
Thompson, Sandra Jespersen
Transition Planning Guide: From School to Adult Life.
Northeast Metropolitan Intermediate School District 916, White Bear Lake, MN.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Jan 88
Grant—G008630409
Note—38p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, *Education Work Relationship, Elementary Secondary Education, Eligibility, Planning, Quality of Life, Recordkeeping, Recreation, Residential Programs, Resources, Services, *Social Services, *Transitional Programs, Transportation, Vocational Rehabilitation
Identifiers—*Minnesota
The guide is intended to assist disabled students, their families, and professionals working with them to become familiar with the variety of adult services available and to create a systematic plan for transition from school to adult life. The first section considers the logistics of transition planning and includes a description of the planning team, issues to be addressed about transition and quality of life, and timelines involved in planning. The section on the individual student profile notes areas to be addressed in transition planning, preparing for a transition planning meeting, and workshop attendance. A transition planning log is provided which tracks needed services by timelines for actions, persons responsible, and periodic review. The major portion of the document lists resources (many in Minnesota) organized into the following categories: agencies providing information and advocacy; the county human services case manager system; residential services; adult vocational/habilitation services; the Division of Rehabilitation services; guardianship; recreation and leisure opportunities; respite care; selective service registration; social security; supplemental security income, and transportation. A glossary of 23 terms or acronyms is also provided. (DB)

ED 300 946 EC 211 091
Berkell, Dianne E. And Others
Project READDY: Real Employment Alternatives for Developmentally Disabled Youth. Job Training Manual.
Long Island Univ., Brookville, NY. Nassau Center for the Developmentally Disabled.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—88
Note—527p.; A product of Project READDY.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—*Autism, *Community Programs, *Developmental Disabilities, Job Analysis, Job Skills, *Job Training, Mental Retardation, Program Development, *Task Analysis, *Vocational Rehabilitation, Young Adults
Identifiers—New York (Nassau County)
The manual is intended to provide special educators, adult service providers, and parents with strategies for providing community based job training to youth with autism and other developmental disabilities. Section I deals with a variety of work sites appropriate for training young people with severe developmental disabilities. Information pertaining to the ecology of the work place and the types of jobs to be performed at each site is presented. Analyses of different job skills are provided to help vocational trainers incorporate effective assessment and instructional strategies into their programs. Types of sites include the following: dry cleaners, florist, hotel, laundromat, library, lumber yard, mobile work crew, movie theater, post office, restaurant, supermarket, and warehouse. Section II provides analyses of generic tasks which may be performed at more than one work site and include bathroom maintenance, general maintenance, and grounds maintenance. Recordkeeping forms used by Project READDY are also provided. (DB)

ED 300 947 EC 211 092
Oversight of the Rehabilitation Act Amendments of 1986 (P.L. 99-506), Education of the Handicapped Act Amendments of 1986 (P.L. 99-457), and Handicapped Children's Protection Act of 1985 (P.L. 99-372). Hearing on Reviewing Progress Made in the Implementation of the..-.Amendments of 1986 and the...Act of 1985 before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
Report No.—Senate-Hrg-100-559
Pub Date—8 Oct 87
Note—250p.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Advocacy, *Disabilities, Educational Legislation, Educational Policy, Elementary Secondary Education, Federal Aid, *Federal Legislation, Federal Programs, Federal Regulation, Federal State Relationship, Government Role, Hearings, Preschool Education, Public Policy, *Rehabilitation, *Special Education
Identifiers—Congress 100th, *Education of the Handicapped Act Amendments 1986, Handicapped Childrens Protection Act 1986, *Rehabilitation Act Amendments 1986
This oversight hearing reports on the progress made in implementing the Education of the Handicapped Act Amendments of 1986, the Rehabilitation Act Amendments of 1986, and the Handicapped Children's Protection Act of 1985. Included are prepared statements from: (1) Senators Orrin Hatch, Edward Kennedy, and Robert Stafford; (2) federal government agencies, including the Office of Special Education and Rehabilitative Services and the Rehabilitation Services Administration; (3) private and state organizations such as the

National Center for Clinical Infant Programs, the American Association for Counseling and Development, National Association of State Directors of Special Education, Advocacy Inc., Consortium for Citizens with Developmental Disabilities, Council of State Administrators of Vocational Rehabilitation, Association for Retarded Citizens, Association for the Advancement of Rehabilitation Technology, Division for Early Childhood of the Council for Exceptional Children, Association for the Advancement of Rehabilitation Technology, National Rehabilitation Association, National Rehabilitation Counseling Association, National Council of Independent Living, and United Cerebral Palsy; and (4) a representative from the state-supported Massachusetts Rehabilitation Commission. (JDD)

ED 300 948 EC 211 093
Ott, J. S. Langer, M.
Alternatives to Institutionalization: Application of Permanency Planning Principles to Services for Children with Developmental Disabilities.
Applied Management Corp., Denver, CO.; Human Services Research Inst., Cambridge, MA.
Spons Agency—Colorado Developmental Disabilities Planning Council, Denver.
Pub Date—Sep 87
Contract—C600061
Note—139p.; Some pages in the appendices contain marginally legible print. Best copy available.
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adolescents, Adoption, Children, *Developmental Disabilities, Family Environment, Financial Support, *Foster Care, *Human Services, Infants, *Long Range Planning, *Placement, *State Programs, Young Adults
Identifiers—Colorado, *Permanency Planning (Foster Care)
The policy analysis examines application of permanency planning principles (services in family settings that provide continuity in relationships) to services for developmentally disabled children (through age 21) in Colorado. Section I provides an extensive description of permanency planning principles and a discussion of their theoretical and historical framework. Section II reviews the array of alternatives to institutionalization, namely: family support services, temporary foster care, and various forms of adoption. Section III presents alternative decision-making criteria for selection among program options. Section IV analyzes the current status of funding and program alternatives to institutionalization in Colorado. Section V describes a "model" permanency planning service system developed by the Michigan Department of Mental Health. Section VI looks at barriers to changing the current system status. Section VII concludes the analysis with recommendations for implementing a system in Colorado that reflects permanency planning principles. Appendixes include papers with the following titles: "Permanency Planning for Children with Special Needs," "Four Model State Family Support Programs," "Local Child Welfare Services, Self-Assessment Manual, Part 1–Checklists," "Family Resource Services Program Implementation Guide for Community Centered Boards," and "Foster Care for Children with Developmental Disabilities–Preliminary Policy Analysis." (DB)

ED 300 949 EC 211 094
Langer, Marsha And Others
Direct Care Staff Training in Facilities Serving Persons with Developmental Disabilities: A Comparative Report of Training Practices in Iowa and in Model States. Final Report.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Iowa Governor's Planning Council on Developmental Disabilities Council, Des Moines.
Pub Date—May 87
Contract—873214130501246403
Note—224p.; Portions of appendices contain marginally legible print. Best copy available.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Comparative Analysis, Costs, Demonstration Programs, *Developmental Disabilities, *Educational Practices, *Inservice Education, Policy Formation, *Residential Institutions, *Staff Development, Standards, State Programs, *State Standards
Identifiers—*Iowa
The report presents information on current practices and issues in training direct care staff working in facilities serving developmentally disabled persons in Iowa and seven other states. The first section provides background information including purposes of the report and methods used to collect information. Section II is organized by four fundamental questions for policy makers. These are: (1) Who is to be taught? (2) What is to be taught? (3) How will staff be taught? and (4) How will training be paid for? Each question embraces issues identified in the review of Iowa and other state practices. A comparative analysis is made of the implications of and practices related to each issue discussed. Section III presents an in-depth review of current Iowa practices and profiles of the seven states (California, Colorado, Florida, Michigan, Montana, New York, North Dakota) with exemplary approaches to staff development. Finally, appendixes include information on the following: Iowa informants to the project, State policies and regulations for facilities and proposed training rules for community supervised apartments, Iowa state approved courses, Human Services Training Network, Iowa community college degree programs, Glenwood state hospital and school staff training program, and training standards from the Commission on Accreditation of Rehabilitative Facilities and from the Accreditation Council for Services for Mentally Retarded and Other Developmentally Disabled Persons. (DB)

ED 300 950 EC 211 095
Bradley, Valerie J. And Others
The Feasibility of Adopting a Functional Definition of Disabilities: A Policy Analysis and Recommendations.
Human Services Research Inst., Cambridge, MA.
Spons Agency—Connecticut Planning Council on Developmental Disabilities, West Hartford.
Pub Date—30 Jan 88
Note—101p.
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adaptive Behavior (of Disabled), *Definitions, *Delivery Systems, *Developmental Disabilities, *Eligibility, Human Services, Policy Formation, State Programs, *State Standards
Identifiers—*Connecticut
The report examines implications of applying a functional rather than categorical definition of disabilities to Connecticut's services for the developmentally disabled. Specific objectives included preparation of an overview of services available, an analysis of policy options and system constraints, an analysis of the implications of reorganizing services, and a discussion of implementation phases. The first section of the report lists project goals and project methods and products. The second section describes a policy framework underlying the project's general approach to policy development. The following section describes the project context including trends at the federal level, the historical background of the service system in Connecticut, the extent of the current service system and the strengths and weaknesses of programs for persons with disabilities. The next section describes the experience of other states (New Jersey, Ohio, Maryland, Hawaii, California) that have reorganized their services along more functional lines. The final section presents the principles that should govern the service system, the outlines of recommended changes, the implications of such changes regarding demand and cost, and the ramifications for service eligibility procedures. This concluding section also discusses implementation phases. An appendix contains instruments used to screen adult applicants to the Division of Developmental Disabilities. (DB)

ED 300 951 EC 211 096
Skowron-Gooch, Annette
Communication Assessment Procedures for Students with Severe and Multiple Disabilities.
Oregon State Dept. of Education, Salem. Student Services Section.
Pub Date—[87]
Note—104p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Communication Skills, Elementary Secondary Education, *Evaluation Methods, *Language Acquisition, *Multiple Disabilities, Preschool Education, *Severe Disabilities, Student Evaluation
The training manual was developed as a result of a summer training institute held in 1986 for teachers of low-incidence populations (those made up of students with severe and multiply handicapping conditions). The institute aimed to provide teachers with the latest information and technology to assess and develop early communication skills, and the manual was written to provide teachers with a framework for developing appropriate programs. The first chapter provides an overview of communication development including the impact of a disability on communication. In Chapter 2, a sequence of assessment activities outlines the entire assessment process from start to finish. This chapter also provides information about the responsibilities of an educational team. Chapter 3 explains the stages or levels of communication development and the components of a communicative act (content, form, and function). Chapter 4, the longest chapter, details the assessment process itself, including guidelines and specific assessment instruments. Finally, Chapter 5 presents procedures for turning specific assessment data into an Individual Educational Program. Appendixes provide a reprint of an article, "A New Curriculum for Tommy," and descriptions of seven instruments currently available. (DB)

ED 300 952 EC 211 097
LaPlante, Mitchell P.
Data on Disability from the National Health Interview Survey, 1983-1985.
Connecticut Planning Council on Developmental Disabilities, West Hartford.
Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
Pub Date—88
Note—275p.; Print in Appendix III will not reproduce clearly.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Adults, Age Differences, Children, *Daily Living Skills, Demography, *Disabilities, Diseases, *Employment Potential, *Incidence, National Surveys, *Special Health Problems
The report presents data on the prevalence of various types of disabilities among the civilian noninstitutionalized population of the United States during the period 1983-1985. The report includes data on the numbers of disabled persons who reside in the community, their sociodemographic distribution, the severity of disability, and the chronic illnesses and impairments that cause disability. Introductory information identifies highlights, explains disability concepts, and notes sources, limitations, and qualifications of the data. Tables detail the prevalence of the following: chronic conditions, activity limitation, work limitation, need for assistance in activities of daily living, work limitations and need for assistance in activities of daily living, chronic conditions causing activity limitation, chronic conditions causing work limitation, chronic conditions causing need for assistance in activities of daily living, school limitation, multiple chronic checklist conditions, multiple conditions causing activity limitation, multiple conditions causing work disability, multiple conditions causing need for assistance in activities of daily living. Appendixes provide technical notes on methods, definitions of terms, and the 1985 National Health Interview Survey Core questionnaire. (DB)

ED 300 953 EC 211 098
Holjes, M. Kay Hatcher, Debra N.
Transition from School to Work: Final Program Evaluation Report 9/1/85-8/31/87.
Employment Opportunities, Inc., Raleigh, NC.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Oct 87
Note—46p.; Parts of appendices contain marginally legible print.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Agency Cooperation, *Autism, Cost Effectiveness, *Education Work Relationship, Job Placement, Leisure Education, *Mental Retardation, *Multiple Disabilities, Policy Formation, Secondary Education, *Transitional Programs, Vocational Rehabilitation, *Work Experience Programs
The final report of the Transition from School to Work Project of Employment Opportunities, Inc. in Raleigh, North Carolina, describes efforts to provide students with job experiences and leisure education. The project provided work experiences for

49 students, ages 17-22, with disabilities including autism, mental retardation (IQ range from less than 28 to 63), and multiple disabilities. An additional 95 students received indirect services in a program of classroom discussion and job development. Students receiving direct services spent 12-89 hours each in volunteer work experience. Formal recommendations were made for each student to the family, teacher, and adult service agencies for referral and job placement services. Additional project achievements included: (1) full- or part-time paid job placement for 20 of the participating students; (2) cost savings to the local school district as a result of early graduation for students; (3) local vocational rehabilitation and mental retardation/developmental disabilities policy changes to provide more complete services to the severely disabled; (4) development of a formal interagency agreement for transition between the schools and adult service agencies; and (5) awareness raising at the local and state levels due to the advocacy of and information provided by project staff. Recommendations for similar projects are included, and appendixes include samples of initial and final individual transition plans and of a vocational evaluation report; an interagency agreement for transition; teacher and employer questionnaires; a copy of the enabling legislation for the project; and a list of businesses toured and jobs tried. (DB)

ED 300 954 EC 211 099
Curriculum Modifications for the Gifted in the Elementary School.
Giles County Schools, Pearisburg, VA.; Radford City Schools, Va.
Spons Agency—Virginia State Dept. of Education, Richmond.
Pub Date—Jul 87
Note—132p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academically Gifted, *Curriculum Development, Elementary Education, Language Arts, *Learning Activities, Mathematics Education, Science Education, Social Studies, *Talent, Units of Study
Identifiers—*Differentiated Curriculum (Gifted)
The manual was developed as part of the Gifted Curriculum Project, an effort to improve gifted education in Radford (Virginia) and Giles County (Virginia) schools. The manual contains modifications which elementary teachers can use as models in designing appropriate activities for gifted elementary students. The introduction explains the four guidelines for the included curriculum modifications: (1) each example would be tied to one subject of the regular curriculum; (2) activities would conform to the National/State Leadership Training Institute's "Principles of Differentiated Curriculum for the Gifted and Talented"; (3) modifications would be planned as units rather than as single activities; (4) activities would be practical for the classroom teacher to implement. Science modifications cover areas such as the following: magnetism, light and sound, seeing and hearing, the seasons and the weather, animals, plants. Among language arts are: nursery rhymes, language usage through the writing process, biographies, leisure time reading, poetry and word play, letter writing, and oral communication expression. Social studies modifications include local history, the United States in the Twentieth Century, Canada, and the Middle Ages. Mathematics modifications cover such areas as set theory, numeration, problem solving, and graphing and predicting. Appendixes explain the Standards of Learning objective system and list principles of a differentiated curriculum for the gifted/talented. (DB)

ED 300 955 EC 211 100
Special Education Personnel in Michigan Public Schools, 1979-1987.
Michigan State Board of Education, Lansing.
Pub Date—Apr 88
Note—59p.; A product of Special Education Services.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrators, Demography, *Disabilities, Elementary Secondary Education, *Enrollment Influences, *Special Education Teachers, State Standards, Teacher Persistence, Teacher Qualifications, Teacher Recruitment
Identifiers—*Michigan
The report provides information on the special education professional personnel in Michigan schools from 1979 through 1987. The first section covers instructional-ancillary personnel and student counts with specific information on personnel distributed by age, by assignment, by educational attainment, and by region; personnel and student ratios; and newly assigned instructional and ancillary personnel. Section II focuses on personnel attrition and retention rates with cumulative attrition or retention rates by certificate endorsement area for school years 1979-80 through 1986-87. Section III provides information on certificate endorsements, school years 1979 through 1987 including endorsements for instructional-ancillary personnel recommended by the teacher-training institutions in 1986-87 and comparison of 1986-87 staff with those of previous years. Section IV looks at instructional personnel approvals including number of recommendations for teacher approvals that were granted as temporary approvals, continuing approvals, and emergency approvals. The final section examines administrative-supervisory personnel and student count. (DB)

ED 300 956 EC 211 251
Chadsey-Rusch, Janis And Others
Social Ecology of the Workplace.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—88
Contract—300-85-0160
Note—132p.
Pub Type— Collected Works - General (020) — Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adults, *Employer Attitudes, *Friendship, *Interaction Process Analysis, *Interpersonal Relationship, *Mental Retardation, Observation, Quality of Working Life, Work Environment
Identifiers—*Social Ecology, *Supported Work Programs
The collection contains six papers of studies which investigated the social ecology of the workplace and associated implications for friendship formations between adults with and without mental retardation. The papers' authors, Janis Chadsey-Rusch, Frank Rusch, Patricia Gonzalez, Jeffrey Tines, Kathleen Minch, and Carolyn Hughes, observed competitive and supported employment settings and analyzed social interactions. Papers have the following titles: "Social Ecology of the Workplace: Employers' Perceptions versus Direct Observation"; "Social Ecology of the Workplace: A Study of Interactions Among Employees With and Without Mental Retardation"; "Identification of Co-Worker Involvement in Supported Employment: A Review and Analysis"; "Evaluation of the Role of Job Site Supervisors in the Supervision of Employees with Severe Disabilities"; and "Social Ecology of the Workplace: Coding Categories and Rules." Among overall findings were that workers with mental retardation were just as likely to be involved in social task-related interactions with co-workers. They were not as likely to be involved in social nontask-related interactions. (DB)

ED 300 957 EC 211 252
Winking, Deborah L., Comp.
Supported Employment in Illinois: Compendium of Program Profiles.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Spons Agency—Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.; Illinois State Dept. of Rehabilitation Services, Springfield.; Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—88
Contract—300-85-0160
Grant—STILMIDOR-GPC-MHD983
Note—80p.; Additional support was provided by the Governor's Planning Council on Developmental Disabilities.
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adults, *Disabilities, *Mental Retardation, State Programs, Work Environment, Work Experience Programs, Young Adults
Identifiers—*Illinois, *Supported Work Programs
The compendium describes the 48 programs currently participating in the Illinois supported employment initiative. Programs are described in terms of purpose, current focus of programmatic activity, geographic area served, type and level of handicapping conditions experienced by the individuals served, and program-developed products. An introductory paper by Mark Sturgell of the Department of Rehabilitation Services traces the history of supported employment and summarizes achievements of the Illinois programs. The programs currently serve 345 individuals earning an average wage of $325 a month (compared to $40 per month average earned in sheltered workshops). Provided for each program listed is the following information: program title, program coordinator, contact person, telephone, program start and end date, agency number, program address, geographic area served, primary grantee, program purpose, current focus of program activities, program participants (by handicapping condition--usually mental retardation, number served, and age range), and program products (including date available). (DB)

ED 300 958 EC 211 253
McDaid, Janet L.
Consultation To Improve Teachers' Instruction of the Profoundly Handicapped.
Pub Date—28 Mar 88
Note—9p.; Paper presented at the Annual Convention of the California Association of School Psychologists (38th, Anaheim, CA, March 28, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques, Consultants, *Educational Environment, *Educational Practices, Elementary Secondary Education, Expectation, Individualized Education Programs, *Instructional Effectiveness, Interaction Process Analysis, Preschool Education, School Psychologists, *Severe Mental Retardation, Special Classes, Teacher Attitudes, *Teacher Effectiveness
The paper summarizes a study of the educational environments of profoundly handicapped pupils enrolled in special education classes relative to the types of learning experiences, social opportunities, and services provided by three teachers in the San Diego, California, school district. The teachers were all in their first year working with the profoundly handicapped and the classrooms each contained 10 profoundly handicapped pupils and included children ranging in age from 3 to 22 years old. The classrooms served the following groups of pupils: those between 4 and 12 years old; those between 12 and 22; and those having multiple impairments requiring constant on-call medical attention; this group ranged in age between 3 and 8 years. The study examined daily activity logs, pupils' records, Individualized Education Programs (IEP). The study also conducted teacher interviews, and applied participant-observation techniques. Findings indicated: (1) teachers interacted in specially patterned ways with assistants, resource staff, and care providers to obtain information about pupils and plan IEP goals; (2) teachers' expectations for individual pupils' growth and development affected the type of interpersonal communication used with the pupils and goal directed activities; (3) teachers used effective practices resulting in the provision of an effective educational environment for the pupils. Key practices were categorized into the following areas: teacher expectations, teachers' interaction patterns, teachers' decisions and plans, interpersonal communication with pupils, and classroom activity structure. Guidelines for school psychologists providing consulting services to special education teachers are also listed. (DB)

ED 300 959 EC 211 254
Murphy, Linda Della Corte, Suzanne
Summer-Time Fun and Learning.
Pub Date—Aug 88
Note—9p.
Available from—Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($3.50 per issue; $18.00 per year).
Journal Cit—Special Parent/Special Child; v4 n4 Jul-Aug 1988
Pub Type— Guides - Non-Classroom (055) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Rearing, Creativity, *Disabilities, *Learning Activities, Leisure Time, Reading Interests, Self Care Skills, *Summer Programs
The newsletter for parents of handicapped children focuses on summer activities which provide

fun and learning without undue expense or effort. Suggestions include encouraging reading activities (including visiting the library, reading out loud, selective television viewing, making a book, and writing letters). Activities to encourage the child's creativity include knitting, latchhook rugmaking, making Christmas ornaments, making collages, starting an indoor garden, making puppets, and making paper-mache heads. Responsibility can be encouraged by organizing the house more efficiently to encourage self-care skills. Also included in the newsletter are brief do's and don'ts, a description of the Lekotek toy lending library system, and suggestions for using leisure time adaptively. (DB)

ED 300 960 EC 211 255
Dupont, Blanche Burt Schulmann, Diana
Dance Therapy with Physical Therapy for Children with Down Syndrome.
Pub Date—Nov 87
Note—19p.
Pub Type— Reports - Research (143) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Dance Therapy, *Downs Syndrome, Elementary Education, Intervention, *Movement Education, Outcomes of Education, *Physical Therapy, Preschool Education, Psychomotor Skills, *Teaching Methods
Identifiers—*Balance Tests, *Balance Training
This study sought to investigate effects of a dance program on bilateral toe-standing balance and single-point static balance skills of a group of children with Down Syndrome. Thirteen experimental and 10 control group students between the ages of 3 and 13 years were assessed on toe-standing balance and single-point standing balance on the right and then the left lower extremities, with eyes open. It was hypothesized that a specially designed dance curriculum which integrated dance and traditional physical therapy facilitation techniques could benefit children with Down Syndrome because of the combined inherent cognitive and motor effects of the two modalities. A semiweekly dance and physical therapy program was conducted for 6 months, with each session including warm-up, ballet, and tap or tumbling activities. The program incorporated tactile guidance, voluntary control, rhythm, and repetition with vision and audition to enhance motor learning. A pretest-posttest procedure showed that balance scores were improved significantly in the experimental group compared to the control group. (JDD)

ED 300 961 EC 211 256
Irvin, Larry K. Singer, George S.
Human Rights Review Manual: Behavioral Treatment and Review System.
Oregon Research Inst., Eugene.
Pub Date—5 Jul 84
Note—64p.; For a related paper, see EC 211 257.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administration, *Behavior Disorders, Behavior Modification, *Civil Liberties, *Committees, Due Process, Elementary Secondary Education, *Individualized Education Programs, Intervention, Mainstreaming, Policy Formation, School Districts, *School Policy, *Student Rights
Identifiers—Intrusiveness
Human rights review is a process by which agencies assure that an intrusive behavioral program is appropriate in a given case. Methods are described for local education agencies to accomplish human rights review of proposed and ongoing intrusive behavioral treatment with students who have severe behavior problems. One approach to human rights review is to utilize the existing Individual Education Plan (IEP) process as much as possible, as the IEP is already in place in special education settings and some of its components address human rights concerns. It is recommended that education agencies develop a Human Rights Committee to ensure due process and to safeguard the rights of students and educators. IEP teams and Human Rights Committees should use the least restrictive alternative as a guiding principle and should distinguish between intrusiveness and restrictiveness. The "Human Rights Review Case Presentation Form," which should be completed for documentation of each case review, contains 21 questions covering nature and occurrence of the problem behavior, treatments that have been tried, justification of the proposed treatment, implementation of the proposed treatment, etc. Model procedures are outlined for the development and effective functioning of a Human Rights Committee, and copies of relevant forms are appended. (JDD)

ED 300 962 EC 211 257
Irvin, Larry K. Singer, George S.
Informed Consent for Intrusive Behavioral Treatments: Behavioral Treatment and Review System.
Oregon Research Inst., Eugene.
Pub Date—5 Jul 84
Note—65p.; For a related paper, see EC 211 256.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavior Disorders, *Behavior Modification, Civil Liberties, Compliance (Legal), *Documentation, Elementary Secondary Education, Individualized Education Programs, Intervention, Parent School Relationship, Policy Formation, *School Policy, *Student Rights
Identifiers—*Informed Consent, *Intrusiveness
Informed consent is required from a child's parent or guardian before use of some types of behavior modification for severe behavior problems, such as tantrums, self-abuse, aggression, stealing, destruction of property, etc. Behavior modification procedures that produce physical or psychological discomfort or pain require informed consent because they intrude on the person's body or mind. Both a legal and a practical definition of informed consent are offered, along with examples of informed consent used in special education settings. A legally valid consent must meet the three criteria of being voluntary, knowledgeable, and intelligent. An informed consent document should be completed by parents/guardians to give legal permission for educators to carry out an intrusive treatment. The document should include a description of the problem behavior, previous treatments, proposed treatment, risks of proposed treatment, type of data collected and data collection methods, expected outcomes, treatment implementor, alternative treatments, and the parents' consent. This guide for educators and parents is written in a programmed instruction format, with review questions following presentation of each brief section of material. (JDD)

ED 300 963 EC 211 258
Akins, Nancy T.
Increasing Information and Support for Parents and Teachers of Learning Disabled Students in Christian Schools.
Pub Date—4 May 88
Note—111p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Educational Therapy, Elementary Education, *Handicap Identification, Intervention, *Learning Disabilities, *Parent Education, Parent School Relationship, Parent Student Relationship, Parochial Schools, Program Development, *Social Support Groups, *Teacher Education
Parents and teachers of learning-disabled children in a Christian elementary school did not have adequate knowledge and understanding of learning disabilities and the effect these disabilities have on a child's ability to function at home, in the classroom, and in other areas of life. A practicum project was developed to inform parents and teachers about learning disabilities and to provide emotional support for these adults. A support group was formed, called Christian Resource and Outreach for Special Students (CROSS). The group planned programs consisting of professional presentations and group discussions. Other activities of the practicum project included direct assistance for classroom teachers, individual testing for possible learning disabilities, and implementation of a program of educational therapy for learning-disabled students based on the model of the Norfolk Institute for Learning Disabilities. Results of the project showed that parents and teachers who attended CROSS meetings felt that they had a better understanding of learning disabilities and wanted the group to continue. In previous years, learning-disabled students had been withdrawn from the school due to parental dissatisfaction with school services; no learning-disabled students were withdrawn from the school the year the project was implemented. (Author/JDD)

ED 300 964 EC 211 259
Kincade, Bonita Louise
Developing Functional and Practical Application Strategies for the Psychiatric Reports of School Age Special Needs Children through Inservice Training.
Pub Date—25 Mar 88
Note—149p.; Ed.D. Practicum, Nova University. Appended materials contain small print.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Curriculum Development, Delivery Systems, *Developmental Disabilities, Diagnostic Tests, Elementary Secondary Education, Handicap Identification, Higher Education, Hospital Personnel, Individualized Education Programs, *Inservice Education, *Institutional Cooperation, *Interdisciplinary Approach, *Interprofessional Relationship, Intervention, Medical Students, Mental Health, *Psychiatric Services, Psychiatrists, Student Evaluation, Teachers, Teamwork
This practicum project sought to improve the care of students with cognitive dysfunction through more effective interdisciplinary collaboration of mental health and education professionals. The project's objectives included increasing child psychiatric residents' knowledge of educational programs, and having consultation reports indicate inclusion of the components of a functional approach checklist designed to be included with each evaluation report sent to a school setting. A seminar was developed and presented to the child psychiatric staff in training at a medical college/hospital. The seminar covered the purpose of assessments, adaptive strategies in assessments, steps in creating developmental linkages, and a case study outlining assessment results and the individualized education program derived from the assessment. Using a pretest/posttest procedure, 19 of 20 residents showed a marked increase in their knowledge of the need for linkage between assessment and educational programming. Appendices include copies of questionnaires and questionnaire results, the pretest/posttest and results, the functional approach checklist, an outline for the seminar lecture and accompanying overhead projector sheets, a seminar handbook, and a seminar evaluation form and evaluation results. (JDD)

ED 300 965 EC 211 260
Bentley, Pat
Speech and Language Delays in Identical Twins.
Pub Date—15 May 88
Note—53p.; Charts contain small print.
Pub Type— Information Analyses (070) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Articulation Impairments, Developmental Stages, Kindergarten, *Language Acquisition, Preschool Education, Sex Differences, *Speech Handicaps, *Speech Therapy, *Student Evaluation, Stuttering, *Twins, Vocabulary Skills
Identifiers—Early Intervention, *Idioglossia
Following a literature review on speech and language development of twins, case studies are presented of six sets of identical twins screened for entrance into kindergarten. Five sets of the twins and one boy from the sixth set failed to pass the screening test, particularly the speech and language section, and were referred for therapy to correct articulation and/or language delays. Conclusions drawn from the research review and case studies include: (1) identical twins tend to have delays in speech and language development; (2) speech and language problems typically include articulation disorders, low vocabulary scores, delays in expressive and receptive language skills, stuttering, and a secret "twin talk" (idioglossia); (3) speech/language development does not seem to be affected by birth history, birth order, nursery school experience, or educational background of the parents; (4) twin boys seem to have more speech and language delays than twin girls; (5) twins who develop "twin talk" are those who are rarely separated; and (6) the earlier that speech and language delays are identified, the better the chances of successful treatment. The paper contains a twin questionnaire for mothers and concludes with guidelines for parents to determine their child's level of language development and suggestions for improving language skills. Two charts for use as guides to speech and language development are included. (JDD)

ED 300 966 EC 211 261
Excellence for the Future: Program Options for the Academically Gifted.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date—Apr 88
Note—57p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academically Gifted, *Classroom Techniques, *Delivery Systems, Elementary Secondary Education, Enrichment Activities, Group Instruction, *Models, *Program Development, Resource Room Programs, Special Classes, Special Education, *Teaching Methods
Identifiers—*North Carolina

This handbook provides North Carolina school units with an explanation of service delivery components for academically gifted students and an overview of a variety of program models for gifted education. The program options include the following: enrichment in the classroom with the consultant-teacher, the Triad Model, resource room/pull-out, community mentorship, content modification, advanced placement, international baccalaureate, and independent study. For each program option, provided are a general description, an outline of the model's benefits, recommendations, and resources for further information. Delivery systems for the program options include regular classes, resource classes, separate classes, special schools, Saturday programs, summer residential programs, internships, dual and joint enrollments, and seminars. Curriculum differentiation is discussed, emphasizing the interrelationships among curriculum content, teaching methods, and individualization based on student abilities and needs. The use of group education programs as a substitute for individualized education programs is also examined. Appendices include examples of group education plans and examples of models for some of the program options. (JDD)

ED 300 967 EC 211 262
Foster, Susan Brown, Paula
Academic and Social Mainstreaming: Deaf Students' Perspectives on Their College Experiences.
National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Mar 88
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, College Students, *Deafness, *Educational Experience, Higher Education, Interpersonal Competence, *Mainstreaming, *Peer Relationship, Self Concept, Social Adjustment, *Social Integration, *Social Isolation

Twenty deaf students attending Rochester Institute of Technology (RIT) were interviewed to study social and academic aspects of mainstreaming. While students appreciated the opportunity to attend mainstream college classes and felt they were succeeding academically, they also experienced separation and even isolation within the mainstream class. This isolation stemmed from three major kinds of constraints, including the grouping of deaf students, the use of support services, and students' perceptions of themselves and others. In their social interactions and relationships, deaf students tended to rely on social networks of deaf peers and participate largely in deaf clubs and social activities. Their explanations for these friendship patterns included the increased opportunity presented at RIT for meeting deaf peers, the ease and comfort of interaction with deaf students, the importance of group identification, and the negative influence of social prejudice. Interviewees perceived both themselves and hearing students as lacking the motivation to pursue relationships with each other. (Author/JDD)

ED 300 968 EC 211 263
Curran, Teresa And Others
Language Arts: Exceptional Child Education Curriculum K-12.
Jefferson County Public Schools, Louisville, Ky.
Pub Date—85
Note—366p.; For related document, see EC 211 264.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Aural Learning, Curriculum, *Disabilities, Elementary Secondary Education, Handwriting, *Language Arts, Literature Appreciation, *Spelling Instruction, *Study Skills, Task Analysis, *Teaching Methods, Writing (Composition), *Writing Instruction

The Exceptional Child Education (ECE) program of Jefferson County Public Schools in Louisville, Kentucky, presents this language arts curriculum for use with K-12 students who have learning problems. The ECE program uses the curriculum and materials of the general education program whenever appropriate, but has access to special instructional techniques and materials as necessary. ECE programs concentrate on the development of those basic academic and daily living skills which will be needed for future employment and independent adult living. The curriculum emphasizes an oral/aural approach, as a large population of ECE students are handicapped readers. Major language arts objectives are listed in sequential order, and cover the areas of study skills, handwriting, composition, literature/media, and spelling. Major steps in the task analysis of each objective are listed, along with activities, materials, and resources for each step. An appended resource list encompasses books, cards, cassettes, duplicating masters, filmstrips, games, kits, and transparencies. (JDD)

ED 300 969 EC 211 264
Biddle, Candace Thornton And Others
Reading: Exceptional Child Education Curriculum K-12.
Jefferson County Public Schools, Louisville, Ky.
Pub Date—84
Note—490p.; For related document, see EC 211 263.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors—Braille, Curriculum, *Disabilities, Elementary Secondary Education, *Perceptual Development, *Reading Comprehension, *Reading Instruction, *Structural Grammar, Task Analysis, Teacher Developed Materials, *Teaching Methods, Visual Impairments, Word Recognition

This K-12 reading curriculum for exceptional child education is arranged in a format comparable to the general education curriculum, and is sequenced in the order in which most children learn. The curriculum begins with a list of 123 objectives of the reading program. The objectives cover the areas of perceptual skills, word attack, structural analysis, comprehension, and braille reading. Major steps in the task analysis of each objective are listed, along with activities, materials, and resources for each step. Appendices, which make up about half of the document, contain handout sheets on such topics as spelling rules, parts of speech, vowel and consonant sounds, suffixes and prefixes, capitalization and punctuation rules, etc. A resource list of books, cards, duplicating masters, games, kits, tapes, and other materials is also appended. (JDD)

ED 300 970 EC 211 265
Osterag, Bruce A. Graves, Anne
Software Programs for Learning Disabled Students: Second Report.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—88
Note—21p.; The document was produced by Resources in Special Education.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($4.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, *Computer Software, Computer Software Reviews, Elementary Secondary Education, Evaluation Methods, Instructional Effectiveness, *Learning Disabilities, Material Development, *Microcomputers, *Program Evaluation, *Rating Scales

Microcomputer software can provide excellent drill and practice, simulations, and problem-solving. Yet, software developers often have designed elaborate graphics and unique characters in lieu of sound instructional programming. Many instructional programs for learning-disabled students do not provide appropriate reading levels, the opportunity to make decisions, logical and detailed instructional formats, correction procedures in the case of error, record-keeping options, or imaginative programming. The following essential features should be included: immediate reinforcement of student responses, individual pacing, non-emotional input during needed repetitions, undivided attention during input, reduction of distractions, nonjudgmental responses, intrinsic motivation, and student control as well as computer control. An evaluation screening tool is presented that can quickly and successfully determine the usefulness of a software program through examination of its instructional content, educational quality, and general quality. Suggestions are offered for encouraging software development by companies, institutions of higher education, and computer-user groups. A list of 28 software evaluation sources and directories is presented. The report concludes with a list of 69 software programs recommended for use with the learning-disabled, in the areas of microcomputer instruction; typing; quiz or lesson generators; word processing/integrated programs; cognitive, perceptual, spatial skills; mathematics; language arts and reading; and teacher utility programs. (JDD)

ED 300 971 EC 211 266
Cohn, Joanne
Tutoring Your Child.
California State Dept. of Education, Sacramento. Special Education Resource Network.
Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—[88]
Note—26p.; Printed on colored paper.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($5.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Daily Living Skills, Elementary Education, *Home Instruction, Mathematics Instruction, *Parent Role, *Parent Student Relationship, Preschool Education, Reading Instruction, Self Care Skills, Spelling Instruction, *Teaching Methods, *Tutoring

The parents' role as teacher is important to a child's learning process. Parents tutoring their children are advised to remain positive and patient, be aware of the child's feelings, keep the tutoring time short, select a quiet place away from distractions, use games and manipulative objects rather than more abstract experiences, etc. Informal home and neighborhood learning experiences are suggested, such as growing plants, grocery shopping, and feeding family pets. Survival learning should include such activities as reading traffic signs, using a pay telephone, paying for items in a store, map reading, and planning budgets. Helpful hints for tutoring the child in reading focus on: allowing the child to select his or her own library books, reading comic books or "Sesame Street" magazine, setting a parental example by reading newspapers and books, writing short notes to the child, playing reading skill games, etc. When tutoring in spelling, parents should keep the spelling list short, make a flash card for each spelling word, review all past words frequently, and "write" difficult words with materials such as clay or macaroni. In mathematics, helpful activities include showing the everyday uses of numbers, adding and subtracting things in the home, and discovering number facts using toothpicks. (JDD)

ED 300 972 EC 211 267
Duguanne, Mary Ann And Others
Educators and Parents Working Together to Develop Special Education Parent Support Groups. Statewide Edition.
California State Dept. of Education, Sacramento. Div. of Special Education.; California State Dept. of Education, Sacramento. Special Education Resource Network.
Pub Date—86
Note—47p.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($8.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Case Studies, *Disabilities, Elementary Secondary Education, Helping Relationship, Parent Education, *Parent Participation, *Parent School Relationship, *School Involvement, School Role, *Social Support Groups, *Special Education

This handbook documents the ingredients necessary to create successful school-sponsored special education parent support groups. Common characteristics observed in parent groups are outlined, along with principles of effective group functioning, benefits accruing to parents, and benefits for school

systems. Also discussed is the assistance offered by the Special Education Resource Network of the California State Department of Education to individuals or schools which are interested in developing a parent support group. Case studies are presented as examples of how school districts are implementing active and vital support systems for parents of special education students. The three case studies focus on: Puente Hills Special Education Local Planning Area "First STEP" (Support Team of Educators and Parents); Santa Monica/Malibu Unified School District "Parents Supporting Parents" and Norwalk-La Mirada-ABC Special Education Local Planning Area "TALK" (Try a Little Kindness). Appendices include newspaper clippings about the groups and copies of brochures describing the groups' activities in English and Spanish. (JDD)

ED 300 973 EC 211 268
Carlisle, Lynn, Comp. Connelly, Trudy, Comp.
Working with Adults with Exceptional Needs: A Guide for the Trainer.
California State Dept. of Education, Sacramento. Special Education Resource Network.
Spons Agency—California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—85
Note—59p.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($5.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adjustment (to Environment), *Adults, Cerebral Palsy, Deafness, *Disabilities, Epilepsy, Hearing Impairments, *Helping Relationship, Learning Disabilities, Mental Retardation, Physical Disabilities, Social Attitudes, Social Cognition, *Student Characteristics, Teacher Student Relationship, *Teaching Methods, Training, *Training Methods, Visual Impairments, Wheelchairs
This guide, written for persons who conduct training sessions, workshops or other meetings attended by adults with exceptional needs, begins with a brief outline of the characteristics of adult learners. A list of 10 true-false statements is then presented to assess knowledge of disabling conditions and some common myths surrounding society's perception of them. Information about specific handicapping conditions is then presented for visual impairments, cerebral palsy, deafness, epilepsy, learning disabilities, mental retardation, and physical disabilities requiring use of a wheelchair. Each handicapping condition is briefly described, common myths about the condition are answered with factual information, and suggestions for the trainer in helping an individual with each condition are presented. (JDD)

ED 300 974 EC 211 269
Zapata, Dianna Cohn, Joanne
Self-Esteem: A Resource Notebook.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—86
Note—125p.; The document was produced by Resources in Special Education.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($10.00).
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Elementary Secondary Education, Interpersonal Relationship, *Learning Disabilities, Learning Motivation, Positive Reinforcement, Punishment, Research Needs, *Self Concept, *Self Esteem, Self Evaluation (Individuals), Social Development, *Student Motivation, Student Responsibility, *Teaching Methods, Values Clarification
This handbook brings together a variety of resources for the implementation of strategies and programs to promote self-esteem in children/students of all ages. The book begins with an explanation of the principles of motivation which facilitate learning, and a discussion of responsibility, structure, motivation, and persistence as functions of emotion. The topics of respect building and self-esteem are examined in the next section, and an outline lists research questions on the social relationships of learning handicapped children. Two self-evaluation instruments are included: one for school staff to analyze upsetting classroom situations, and one for students on accepting responsibility. Conceptual ideas are presented for teachers on the topics of positive language reinforcement, effective communication skills, and use of punishment. Over 15 classroom activities are described for use with students to enhance their self-esteem, build their self-concept, and clarify their values. A list of books and other resource materials concludes the handbook. (JDD)

ED 300 975 EC 211 270
Winget, Patricia L., Ed.
Integrating the Core Curriculum through Cooperative Learning. Lesson Plans for Teachers.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—87
Note—222p.; The document was produced by Resources in Special Education. For related document, see EC 211 271.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($22.50).
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cooperative Learning, *Core Curriculum, Cultural Differences, *Disabilities, Elementary Secondary Education, Heterogeneous Grouping, History Instruction, Integrated Curriculum, Language Arts, Lesson Plans, *Mainstreaming, Mathematics Instruction, *Multicultural Education, Reading Instruction, Science Instruction, Social Studies, *Teaching Methods
Cooperative learning strategies are used to facilitate the integration of multicultural and multi-ability level students into California regular education classrooms. This handbook is a sampling of innovative lesson plans using cooperative learning activities developed by teachers to incorporate the core curriculum into their instruction. Three papers introduce the cooperative learning process and give guidelines for its implementation. Twenty-seven lesson plans are then presented, with each plan outlining grade level (K-12), necessary materials, and procedures for setting the lesson, conducting the lesson, monitoring and processing, and evaluating the lesson. In the language arts/reading area, lesson plans include: "Show and Tell," "We'd Rather," "The Goop," "Brothers Grimm Fairy Tales," "Jobs, Jobs, Jobs," "Facts in Fives," "Identifying Denial," "Writing Complete Simple Sentences," and "Garden Plot." Math/science lesson plans are titled "Let Me Count the Ways," "Gummy Bears," "Beansticks," "Magnets," "Are You a Square?" "Places on the Tongue," "Teddy Bear Math," "Volcanoes," and "Take Me to Your Liter." History/social science lesson plans cover "Our United States," "Exploring the Continents," "Political Cartoons," "Buying American," and "The 1920's." A miscellaneous category includes "Santa Claus," "Roses Are Red," "Family Squares Game," and an overview of cooperative learning for parents and teachers. Four excerpts from published works, one concerning competition and the others concerning aspects of cooperative and group learning, conclude the handbook. A list of contributors, an index by grade level, and a list of additional resource materials are appended. (JDD)

ED 300 976 EC 211 271
Holm, Audray And Others
Cooperative Activities for the Home: Parents Working with Teachers to Support Cooperative Learning.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—87
Note—58p.; The document was produced by Resources in Special Education. For related document, see EC 211 270.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($5.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cooperation, *Cooperative Learning, *Elementary Secondary Education, *Family Life, Family Relationship, Group Activities, *Interpersonal Competence, Parent Child Relationship, Parent Role, Preschool Education, *Teaching Methods, *Teamwork
A collection of activities is presented for use at home to foster cooperative attitudes and build social skills. The activities are aimed at strengthening the cooperative bond in a family and giving family members practice in the skills needed to cooperate effectively. This handbook explains the cooperative learning concept, outlines the rules for an effective cooperative learning experience, suggests ways in which parents can improve cooperation at home, and describes cooperative activities. The cooperative activities are organized into five categories. "Kitchen Projects" includes "Things We Do Together," "Vacation Collage," "Baker's Clay Ornaments," "The Best and The Worst," and "Cleanie Meanies." "Reading and TV Viewing" covers "Family Reading Time," "Reading Aloud," "Making Books," and "Careful TV Viewing." "In The Car" suggests the following activities: "Travel Games," "Round Robin Stories," "The How Would You Feel Game," and "Family Trip Poster." "Outdoors" focuses on "Making Games Cooperative," "Harvest Time," "In the Garden," and "Snow Play." A section called "Family Meetings" describes how to conduct a family meeting and suggests topics which can be discussed at family meetings, such as family outings, working together as a team, sharing responsibilities, and identifying admirable qualities of family members' "favorite person." (JDD)

ED 300 977 EC 211 272
Vasquez-Chairez, Maria
Bilingual and Special Education: Procedural Manual for Program Administrators. Crosscultural Special Education Series, Volume 1.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—Apr 88
Note—69p.; The document was produced by Resources in Special Education. For volumes 2 and 3 of this series, see EC 211 273-274.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($10.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bilingual Education, *Compliance (Legal), *Disabilities, Educational Administration, Elementary Secondary Education, Eligibility, *Handicap Identification, Intervention, Legal Problems, Legal Responsibility, *Limited English Speaking, Referral, *Special Education, State Legislation, State Programs, *Student Placement
Identifiers—*California
This handbook clarifies how to meet legal requirements when the same student population qualifies for both bilingual and special education programs. Legal streamlining of existing California-mandated requirements for bilingual and special education is emphasized. The handbook begins with a discussion of the difficulties encountered when providing educational services to pupils with limited English proficiency who demonstrate academic deficiencies, and outlines procedures for distinguishing between a true disability and a language difference. Types of bilingualism and their effect on school achievement are examined. The use of the Student Study Team is suggested in the student referral process; such teams combine regular education teachers and specialists working together to develop an intervention plan emphasizing parent and student involvement. A detailed comparison of bilingual and special education law is presented. Specific legal requirements of California bilingual laws and special education laws are paralleled to assist in efficiently implementing the legislation. The handbook then presents administrative steps that combine two separate laws into one single procedure from the point of referral to placement. Appendices discuss: (1) methods for ascertaining legal compliance, and (2) sunset program provisions for five California special education and bilingual education programs. (JDD)

ED 300 978 EC 211 273
Ruiz, Nadeen T.
The Nature of Bilingualism: Implications for Special Education. Crosscultural Special Education Series, Volume 2.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—Jan 88
Note—43p.; The document was produced by Resources in Special Education. For volumes 1 and 3 of this series, see EC 211 272-274.
Available from—Resources in Special Education,

650 University Ave., Room 201, Sacramento, CA 05825.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingualism, Code Switching (Language), Cognitive Development, *Communication Disorders, Elementary Secondary Education, *Handicap Identification, Interference (Language), Language Acquisition, Language Dominance, *Language Proficiency, Language Skill Attrition, *Limited English Speaking, Models, *Second Language Learning
This monograph presents language factors related to bilingualism, to assist educators to distinguish normal phenomena due to bilingualism from symptoms of a handicapping condition. The first section, called "The Nature of Bilingualism," discusses the diversity of bilingual students and their dynamic use of two languages, focusing on simultaneous and sequential bilingual children, first language acquisition in bilingual children, language varieties, language loss, codeswitching, and cognitive development in bilingual children. The section entitled "Second Language Development" explores the role of primary language interference; the similarity between the processes of first and second language acquisition; the rate of second language acquisition; and the factors of age, access to peers, cultural group membership, personality and individual strategies, motivation and attitude, and formal instruction in English as a second language. The final section, "Language Proficiency," examines relative language proficiency and language dominance, presents a model of bilingual proficiency, and reviews the problems of comparably limited bilingual children. A list of 64 references is appended. (JDD)

ED 300 979 EC 211 274
Sue, Stanley
Sociocultural Issues in the Assessment and Classroom Teaching of Language Minority Students. Crosscultural Special Education Series, Volume 3.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—Apr 88
Note—36p.; The document was produced by Resources in Special Education. For volumes 1 and 2 of this series, see EC 211 272-273.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bilingual Students, *Communication Disorders, Cultural Context, *Cultural Influences, Educational Diagnosis, Elementary Secondary Education, English (Second Language), *Evaluation Methods, *Limited English Speaking, Minority Groups, *Sociocultural Patterns, *Student Evaluation, Teaching Methods
This guide examines problems in the assessment, evaluation, and teaching of language minority children who come from diverse sociocultural backgrounds. School systems must find valid means to assess linguistic minority students and must offer instructional approaches that can facilitate growth and development. General guidelines for assessment include understanding the referral question, selecting assessment tools based upon reliability and validity, using caution in interpreting test results, employing more than one measure, and avoiding inferences not warranted by the tests. The guidelines are applicable when using such assessment tools as observations, interviews, objective personality inventories, or projectives. Sociocultural influences are likely to have a major impact on the student's performance on intellectual assessment, on evaluations of learning disabilities, and on the measurement of socioemotional adjustment. Care must be taken so that assessment procedures accurately measure the characteristic of interest rather than sociocultural factors. Teachers can provide an educational atmosphere that enhances the growth and development of all students by understanding their own as well as their students' cultural backgrounds, by incorporating ethnically diverse teaching materials in class, and by helping parents to become actively involved in the education of their children. References are included. (JDD)

ED 300 980 EC 211 275
Reynolds, Virginia, Ed. Brekken, Linda, Ed.
Mini-Guide: Preschool Special Education Program Handbook, AB 2666 (Hannigan) (Chapter 311, Statutes of 1987).
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—Jan 88
Note—18p.; For related document, see EC 211 276.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($2.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Delivery Systems, *Disabilities, Mainstreaming, *Preschool Children, Preschool Education, *Program Implementation, School Districts, *Special Education, *State Legislation
Identifiers—*California, *Early Intervention
California state law A.B. 2666 requires local educational agencies to provide special education to all children with exceptional needs between the ages of 3 and 5 years. The law aims to reduce the potential impact of handicapping conditions; produce substantial gains in physical development, cognitive development, language and speech development, psychosocial development, and self-help skills development; reduce family stresses; reduce societal dependency and institutionalization; and reduce the need for special class placements for school-age children. This brief guide to the legislation outlines its intent, its implementation, eligibility criteria for services, service providers, program components, educational settings, and service delivery models used to promote integration. The guide concludes with a list of books and articles on early childhood special education and a list of state and local organizational resources. (JDD)

ED 300 981 EC 211 276
Reynolds, Virginia, Ed. Brekken, Linda, Ed.
Preschool Special Education Program Handbook, A Resource to the Field: A.B. 2666--A Law for All Preschoolers with Exceptional Needs and Their Families.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—Feb 88
Note—317p.; For related document, see EC 211 275.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($20.00 handbook and mini-guide).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Agency Cooperation, Delivery Systems, *Disabilities, *Educational Administration, Educational Assessment, Educational Planning, Family Involvement, Interdisciplinary Approach, Intervention, Mainstreaming, *Preschool Education, *Program Development, Special Education, State Legislation, *State Standards, Student Evaluation
Identifiers—*California, *Early Intervention
California state law A.B. 2666 establishes standards for provision of preschool special education programs and services for eligible children, aged 3-5, and their families. This handbook was developed as a resource in planning and implementing appropriate service models, and is organized into four major sections: "General Information," "Administration," "Assessment," and "Program Operations." The general information section contains the text of A.B. 2666 and supporting state and federal codes; an explanation of the key concepts of A.B. 2666; and a resource guide describing best practices in early childhood special education programs, including: program philosophy, community networking, developmental assessment, child development, educational planning and implementation, working with families, administrative concerns, staff development, environmental design, health concerns, and program evaluation. The administration section explains the funding model for A.B. 2666, the rationale for transdisciplinary early childhood assessment teams and integration of young children, and sample interagency agreements. The section on assessment contains information on conducting preschool assessments, the philosophy of team assessment, the importance of family involvement, and linking assessment to program planning. The final section on program operations covers family involvement, community networking, community resources, least restrictive environment, social integration, curriculum considerations, and needs assessment for staff development. (JDD)

ED 300 982 EC 211 277
Tinloy, Marion And Others
Assessment of Chinese Speaking Limited English Proficient Students with Special Needs.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—88
Note—300p.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($25.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Child Rearing, *Chinese, *Chinese Americans, *Communication Disorders, Cultural Differences, Educational Environment, Elementary Secondary Education, Evaluation Methods, Inservice Teacher Education, Language Skills, *Limited English Speaking, *Second Language Learning, *Student Evaluation, Training, Values
This training manual is designed to improve understanding of Chinese American children, their families, and the issues surrounding the assessment process, to assist educators in creating a more appropriate assessment and learning environment for the limited English speaking Chinese American child. Three training modules are included; each module contains an introduction, objectives and outcomes, and the training text which outlines concepts and suggests workshop activities and group discussion topics. "Understanding Chinese Culture" addresses Chinese cultural values and child-rearing practices, adjustment to American school systems, and suggestions for interviewing Chinese American parents as part of the assessment process. "Assessing Language Skills of Limited English Proficient (LEP) Chinese American Students" covers assessment problems, assessing functional English and Chinese language skills, recognizing second language production errors, clues to language disorders in LEP Chinese-speaking children, and adapting speech and language procedures and instruments. An appendix to this section deals with Chinese language characteristics, comparison of English and Chinese speech sound systems, and features of second language acquisition. "Psychoeducational Assessment of the Limited English Proficient Chinese American Child" explores basic concerns in assessment, selection and modification of assessment instruments, observation techniques and approaches, and writing the psychoeducational report. Master copies of handouts are included. (JDD)

ED 300 983 EC 211 278
Radius, Marcia, Comp. Lesnik, Pat, Comp.
Student Study Teams: A Resource Manual for Trainers and Implementors. Revised Edition.
California State Dept. of Education, Sacramento. Div. of Special Education.
Pub Date—88
Note—215p.
Available from—Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($20.00, $22.50 with binder).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Bilingual Students, *Elementary Secondary Education, Group Dynamics, *Learning Problems, Limited English Speaking, Low Achievement, *Meetings, Models, Parent Participation, Parent Student Relationship, Parent Teacher Conferences, *Problem Solving, Program Evaluation, School Involvement, *Student Problems, *Teamwork, Training, Underachievement
Identifiers—*School Based Support Teams, Staff Support Teams
The Student Study Team (SST) is a school site team which involves parents, students, and teachers working together to assist regular education students who are not progressing satisfactorily. The SST model aims to increase positive outcomes for students; improve the quality and efficiency of meetings; and increase personal satisfaction levels for teachers, parents, and the student. Section I, "Introduction and Rationale," defines the Student Study Team and outlines its benefits. Section II, "Key Elements of the Model," describes participation by parents and students, roles of team members, and use of wall charts to record information discussed during meetings. Section III, "Bilingual/-Bicultural Considerations," focuses on effective use of the SST process with language minority students,

modifications necessary in team membership, and considerations regarding language minority parents. Section IV, "Trainers' Guide," provides information on the training model, negotiating with school district administrators, and roles of "District Linker" and "Coach," along with a school site checklist, sample script, and training goals. A section on implementation and evaluation outlines necessary functions for successful SST operations and provides survey forms and checklists for evaluating the SST's effectiveness. Master copies for 27 training handouts are included. Appended are resource lists, background articles, and sample forms. (JDD)

ED 300 984 EC 211 279
Alexander, Karenlee Clarke
Communicating with Potential Adolescent Suicides through Art and Poetry.
Pub Date—Apr 88
Note—32p.; Paper presented at the Annual Convention of the Council for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adolescents, *Art Therapy, Creative Art, Creative Expression, *Emotional Disturbances, Interpersonal Communication, Intervention, Poetry, Prevention, Secondary Education, Self Concept, *Self Disclosure (Individuals), Self Esteem, Self Expression, *Suicide
Possible causes for adolescent suicide and its increase are reviewed, and suggestions are offered to educators and therapists for using poetry writing and visual arts to reach potential young suicide victims. At a developmental age when they become cognitively able to employ abstract concepts, adolescents find poetry writing a safe way to clarify their thoughts and feelings without risking ridicule. The use of metaphor in poetry, as well as visual symbols in art activities, provide adolescents with safe ways to communicate, facilitating self-expression, reducing feelings of isolation, and building self-esteem. Examples of therapeutic art- and poetry-related interventions are given, and integrating arts experiences in academic settings is advocated. (JW)

ED 300 985 EC 211 280
Tindall, Lloyd W. And Others
Partnerships in Business and Education: Helping Handicapped Students Become a Part of the Job Training Partnership Act.
Wisconsin Univ., Madison. School of Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—86
Contract—029KH30229
Grant—G008302551
Note—711p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF04/PC29 Plus Postage.
Descriptors—Adult Education, Agency Cooperation, Career Education, Competency Based Education, Coordination, *Disabilities, Economically Disadvantaged, Employment Potential, Employment Programs, *Federal Legislation, Job Skills, *Job Training, Minimum Competencies, School Business Relationship, Secondary Education, Teacher Education Curriculum, *Vocational Rehabilitation, Youth Opportunities
Identifiers—*Job Training Partnership Act 1982
The manual provides information on how to help handicapped youth participate in the Job Training Partnership Act (JTPA). Section I describes the nature of the JTPA, whose purpose is to establish programs to prepare youth and unskilled adults for entry into the labor force and to provide job training for economically disadvantaged individuals and others in special need of such training to obtain productive employment. The meaning of JTPA for handicapped youth, working with a private industry council, and business/industry collaboration are also discussed. Section II focuses on enhancing JTPA programs through partnerships and agreements, and developing JTPA performance-based proposals. Section III discusses the youth competency systems mandated by JTPA legislation, giving examples currently in use as a basis for developing competencies to serve handicapped youth as well as their potential employers. Section IV presents a rationale for strengthening the career/vocational component of special education teacher training programs. Sample planning and program exhibits from each of the following areas are presented in Section V: state and local level planning, programs serving secondary school age and adult populations, community based organization programs, vocational rehabilitation, and other federally funded programs. The final section consists of sample request-for-proposal (RFP) exhibits. (JW)

ED 300 986 EC 211 281
Sansone, Janet Baker, Janice
Ninth Grade for the LD Student at Risk for High School Dropout.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.
Pub Date—Apr 87
Grant—G008530042
Note—16p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Problems, Decision Making, Dropout Characteristics, Dropout Prevention, *Educational Environment, Grade 9, *High Risk Students, High Schools, Interviews, *Learning Disabilities, *Potential Dropouts, School Administration, School Orientation, Staff Role, *Student Adjustment, Student School Relationship, Urban Schools
Concern for the dropout phenomenon among secondary learning disabled (LD) students led to a preliminary study of an urban school's decision-making structures, as well as events that influence ninth graders' behavior and decisions, increasing their risk for dropping out of high school. Data were collected from three sources: observation of school staffing committee meetings (designed to address serious problems of referred students), 17 school personnel interviews, and 14 interviews with ninth graders, including 5 identified as LD. It was concluded that orientation activities and academic scheduling procedures were not effective in integrating students quickly into high school activities or sustaining them throughout the school year. In addition, the energy and resources expended on problem students referred for staffing far exceeded that which was expended on incoming ninth graders before problems were reported. Further study of the high school experiences of ninth graders in relation to the dropout issue is planned. (JW)

ED 300 987 EC 211 282
Danielson, Louis C. Bellamy, G. Thomas
State Variation in Placement of Children with Handicaps in Segregated Environments.
Special Education Programs (ED/OSERS), Washington, DC.
Pub Date—88
Note—21p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delivery Systems, *Disabilities, Educational Practices, Educational Trends, Elementary Secondary Education, *Grouping (Instructional Purposes), Mainstreaming, National Surveys, Normalization (Handicapped), *Special Classes, Special Schools, *State Programs, *Student Placement
The study examined state-to-state variability in the use of alternative placements for disabled students ages 6-17 during school year 1986-87, including the extent to which students were placed in settings apart from the regular education environment. Data submitted annually to the Office of Special Education Programs (U.S. Department of Education) by each of the 50 states, District of Columbia, and Puerto Rico provided information on numbers of handicapped students served in each of six different educational placements: regular class, resource room, separate class, separate day school, separate residential school, and home/hospital. Results indicated that approximately 6 percent of special education students were being educated in segregated day or residential schools, and an additional 24 percent in separate classes. Rather high state-to-state variation in type of placement indicated fluctuating service patterns, even though the overall use of separate educational environments has remained relatively stable over the past decade. Factors to be considered in interpreting this variation are discussed, and questions for further research are posed. (JW)

ED 300 988 EC 211 283
Graham, Steve Harris, Karen R.
Improving Learning Disabled Students' Skills at Generating Essays: Self-Instructional Strategy Training.
Pub Date—Apr 88
Note—24p.; Paper presented at the Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Change, *Behavior Modification, Cues, *Essays, Expository Writing, Generalization, Intermediate Grades, *Learning Disabilities, Modeling (Psychology), Transfer of Training, *Writing (Composition), Writing Evaluation, *Writing Processes, Writing Skills
Identifiers—*Strategy Training
Using self-instructional strategy training procedures, three sixth-grade learning disabled students were taught a series of self-directed prompts designed to facilitate the generation, framing, and planning of written compositions. The eight-step instructional procedure included pretraining, review of baseline performance level, description of the three-step composition strategy (think, plan, write), modeling, mastery of strategy steps, controlled practice, independent performance, and generalization. Changes in writing performance were measured by analyzing students' essays in terms of functional and nonfunctional elements, number of words written, cohesiveness, and overall quality. Following training, students wrote essays that were judged to be qualitatively better and that generally included all of the components (premise, reasons, and conclusion) central to a complete argument. Effects were maintained over time and transferred to the students' special education classroom. Associated changes in affect were reflected in the fact that two students became more confident in their ability to write an essay. Some evidence for transfer of training to a second genre (story writing) was also obtained. (JW)

ED 300 989 EC 211 284
Wolverton, Lorraine M.
What's a Teacher To Do? Child Abuse Education for the Classroom.
Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.; State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.
Pub Date—87
Note—42p.; A product of ESCAPE Family Life Development Center.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adolescents, *Agency Cooperation, Bibliotherapy, *Child Abuse, Elementary Secondary Education, Learning Activities, Parent Teacher Conferences, *Prevention, Self Concept, *Teacher Role, Teaching Methods
The book is intended to help educators become leaders in encouraging interagency cooperation and other community efforts to prevent child abuse. The first chapter discusses the school's role. Subsections consider: actions after reporting, communication with child protective services, sharing concerns, communication with parents, and education for prevention. The second chapter notes the teacher's additional roles of observer, listener, home visitor, reporter, and advocate. The next chapter looks at classroom strategies for child abuse education including bibliotherapy (preparation, implementation, book sharing ideas, related art activities); and building self-concept through a variety of classroom activities. The fourth chapter focuses on the maltreated adolescent with sections on failure to report adolescent maltreatment cases, onset of maltreatment, activities with adolescents, and topics for discussion. The final chapter considers child disclosure with simple suggestions for teachers such as "be calm," "believe the child, and "stress that it is not the child's fault." An appendix provides descriptions of 14 children's books, references to 13 others, as well as 7 bibliographies for locating other books. Also described are 18 books focusing on prevention and five audiovisual materials for children. The second appendix includes descriptions or references for 17 books or audiovisual materials for educators. (DB)

ED 300 990 EC 211 286
Schrag, Emily
Sensitivities, Skills, and Services: Mental Health Roles in the Implementation of Part H of PL 99-457 the Education of the Handicapped Act Amendments of 1986. An Issue Paper.
Georgetown Univ. Child Development Center,

Washington, DC.; National Center for Clinical Infant Programs, Washington, DC.
Spons Agency—National Inst. of Mental Health (DHHS), Rockville, Md.
Pub Date—[88]
Note—22p.; Prepared for the Child and Adolescent System Program.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compliance (Legal), Delivery Systems, *Emotional Disturbances, *Federal Legislation, Infants, *Mental Health Programs, Professional Services, Program Development, Role Perception, Toddlers
Identifiers—*Education of the Handicapped Act Amendments 1986
The report analyzes roles of mental health professionals in implementing Public Law 99-457, the Education of the Handicapped Amendments of 1986, which established the Child and Adolescent Service System Program (CASSP). A December, 1987, conference of administrators, clinicians, policymakers, and parent representatives from federal, state, and community programs considered the mental health needs of children from birth through age 2. This document reports their discussions of: (1) the population of infants and toddlers needing mental health attention and services through P.L. 99-457 and other programs; (2) elements of a continuum of mental health services; and (3) possible roles and responsibilities for mental health professionals and agencies serving infants, toddlers, and their families within the framework of P.L. 99-457. Contributions of mental health professionals can include their sensitivities to emotional and psychosocial issues; their skills in screening, assessment, diagnosis, intervention, and program evaluation; and their current services in the private sector, voluntary agencies, community mental health centers, school systems, and state mental health agencies. Questions to guide program planning are offered as is a listing of 11 resource organizations. Appended are a summary of P.L. 99-457, a list of the meeting's participants, a list of state Part H lead agency contacts, and the CASSP annual report. (DB)

ED 300 991 EC 211 287
Dowling, Jane Hartwell, Cindy
Compendium of Project Profiles: 1988.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—88
Contract—300-85-0160
Note—353p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Tests/Questionnaires (160)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Disabilities, *Education Work Relationship, *Government Role, Grants, Program Descriptions, Secondary Education, *Transitional Programs, Young Adults
Identifiers—*Office of Special Educ Rehabilitative Services
The directory lists grants funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary and Transition Initiative. Information was obtained from a January, 1988, questionnaire of projects, from original grant applications, and from the previous year's project profiles. The compendium includes five sections: (1) an introduction which describes the Federal Transition Initiative and the role of the Transition Institute at the University of Illinois; (2) an overview which contains a summary of the descriptive data collected from projects in each of the current competitions; (3) a Project Profile Section which provides a summary of each individual competition, a summary of the projects funded under the competition (both current and expired), and individual project profiles (including project demographic information, project purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation plan, and project products); (4) an index providing a guide to projects' specific evaluation components and program characteristics; (5) appendices such as a copy of the Project Characteristics Questionnaire. (DB)

ED 300 992 EC 211 288
Programs for Highly Capable Students.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Report No.—SS/804/85
Pub Date—Mar 85
Note—19p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Elementary Secondary Education, Eligibility, *Gifted, Organizations (Groups), *Program Development, State Aid, *State Programs, Student Placement, *Talent Identification, Teacher Education, Teacher Qualifications, Teaching Methods
Identifiers—*Washington
The brochure is intended to help local school districts in Washington State design and implement programs for highly capable students. Included are a statement of Philosophy of Services, goals of such programs, a definition of "highly capable students," information on identification of this population covers nomination, screening, assessment, and selection. Other discussion considers how Washington State supports these programs, what teaching strategies are most appropriate, teacher qualifications, and parent involvement. Also included are listings of national and state organizations, colleges and universities offering coursework in gifted education, and suggested print resources. (DB)

ED 300 993 EC 211 289
Miller, Ronald C. And Others
Division of Special Education P.L. 89-313 Program 1986-87. Final Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Sep 87
Note—39p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Individualized Education Programs, *Inservice Teacher Education, *Program Evaluation, Resource Room Programs, *Severe Disabilities, Special Classes, *Student Educational Objectives, Student Evaluation
Identifiers—New York (New York)
The report documents New York City's Office of Educational Assessment's evaluation of the Division of Special Education Public Law 89-313 program for the 1986-87 school year. The program is intended to provided supplemental services suited to the individual needs of participating handicapped students based upon their individual education plans (IEPs) in accordance with their learning styles and functional levels. The program has two components: (1) the Regional Services Instructional Support Unit for students in self-contained classrooms and resource rooms in community school districts; and (2) Citywide Services Instructional Supplies and Equipment for students with more severe handicaps served in low-incidence programs. During the school year students received training and materials for both components as specified. Teachers and administrators overwhelmingly approved of the services provided. Eligible students in the Regional Services Instructional Support Unit exceeded the program objective (75% of students mastering 75% of their instructional objectives). Students in the Citywide Services component did not meet their program objectives; their performance was similar to that in the previous year's program cycle. (DB)

ED 300 994 EC 211 290
Miller, Ronald C. And Others
State Incentive Grant To Improve Pupil Performance, 1986-1987. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—[87]
Note—35p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, Elementary Education, *Inservice Teacher Education, Junior High Schools, Knowledge Level, Paraprofessional School Personnel, *Program Evaluation, Special Education Teachers, Teacher Attitudes, *Workshops
Identifiers—New York (New York)
The report documents evaluation by the Office of Educational Assessment of implementation by the New York City school system of the State Incentive Grant to Improve Pupil Performance which provided training to 5,000 teachers and 3,400 paraprofessionals serving handicapped students in elementary, intermediate, and junior high self-contained classes. Evaluation objectives were that 75% of both teachers and paraprofessionals would report increased knowledge of workshop topics and a positive overall assessment of the workshop. Five days of training were provided to all special education teachers with over 80% reporting increased knowledge and a positive workshop assessment. Paraprofessionals were provided with 15 hours of training and over 80% also reported increased knowledge and satisfaction with the workshop. Recommendations for further workshops included offering training at more sites, offering participants their choice of training topics, offering follow-up in school activities for paraprofessionals, and offering parallel training sessions to teachers and paraprofessionals on topics of mutual concern. (DB)

ED 300 995 EC 211 291
Miller, Ronald C. And Others
Less Restrictive Placement Personnel Training 1983-84. Final Evaluation Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Jul 86
Note—21p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Mainstreaming, Normalization (Handicapped), Program Evaluation, Program Implementation, Training Methods
Identifiers—*New York (New York), *Turnkey Systems
The report documents evaluation by the Office of Educational Assessment of first year (1983-84) implementation by the New York City school system of the Least Restrictive Placement Personnel Training Program. Program goals were to develop and field-test training materials for a population of approximately 700 special and general education teachers, school administrators, and clinical staff. The "turn-key trainers" model in which a core of volunteer teachers are trained to provide training for building colleagues was implemented. Training consisted of a sequence of individual sessions exploring themes related to the movement of handicapped students to less restrictive environments. Analysis of participant interviews and questionnaires indicated participants (N=700) had favorable responses to the usefulness of the information presented and the opportunity to exchange and express their ideas. Recommendations for increased program effectiveness include: (1) expand the turn-key trainers model to include more target schools; (2) provide more intensive training for trainers; (3) schedule meetings after regular school hours and compensate turn-key teachers for their time. (DB)

ED 300 996 EC 211 292
Miller, Ronald C. And Others
E.C.I.A. Chapter 1, Part B, Institutionalized Facilities Program, Summer 1986. Final Evaluation Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Jun 87
Note—23p.; For the 1985-1986 Final Evaluation Report, see ED 289 298.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Child Neglect, *Daily Living Skills, *Delinquency, Individualized Education Programs, Program Evaluation, Residential Programs, Secondary Education, *Student Educational Objectives
Identifiers—New York (New York)
The report documents the evaluation of a New York City program providing instruction in supplementary career education and daily living skills to students (N=335) residing in 11 institutions for the neglected and delinquent. The program objective was that 80% of the students would master 80% of their individual short-term objectives. Data analysis indicated that achievement fell slightly below the objective (78.1%). However, 72.5% of the students mastered all of their objectives and student achievement was positively correlated with attendance. Major strengths of the program were the individualized nature of activities, flexibility, and ongoing educational assessment and planning. Recommendations included: (1) continue to emphasize short-term individualized educational objectives; (2) continue to work with agency staff regarding attendance, student problems, and site-specific issues; (3) invite representatives from a wider range of occupations to speak to students; and

(4) increase the number of field trips to local businesses to expose students to the day-to-day activities of various occupations. (DB)

ED 300 997 EC 211 293
Miller, Ronald C. And Others
State Incentive Grant To Improve Pupil Performance (High School Component) 1986-87. Final Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
Pub Date—Oct 87
Note—42p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Graduation Requirements, High Schools, *Inservice Teacher Education, Knowledge Level, Mainstreaming, *Mild Disabilities, Program Evaluation, Special Education Teachers, Teaching Methods, *Workshops
Identifiers—New York (New York)
The report documents the evaluation of a New York City program, the State Incentive Grant to Improve Pupil Performance, in which high school special education teachers received training in general education curriculum and instructional techniques to fulfill a new regulation allowing high school special education students to meet general education diploma requirements. Borough wide workshops were not well attended and only 62% of teachers indicated their knowledge had increased as a result of the workshop training. Seventy-four percent of participating teachers in the in-school training reported their knowledge of the training topics had increased and their interaction with mainstream staff had become more frequent. Among recommendations were the following: expand workshops to include more practical information and classroom applications; follow up workship training in the classroom; gear school level training activities and content to individual teachers' needs and expertise; and improve substitute coverage and per session compensation to increase teacher participation. (DB)

ED 300 998 EC 211 295
Halm, Yvje Politiek
Innovative Educational Activities for Disabled and Gifted Students. Selected Projects from the Minigrant Program.
Foundation for Exceptional Children, Reston, Va.
Pub Date—87
Note—72p.
Available from—Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($4.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Curriculum Development, *Disabilities, *Educational Innovation, Educational Technology, Elementary Secondary Education, *Gifted, *Grants, Interpersonal Competence, Job Training, Parent Education, Parent Workshops, Philanthropic Foundations, Preschool Education, *Program Descriptions, *Teaching Methods
Described is a selection of the 1981-1985 awards given by the Foundation for Exceptional Children's Bill Geer Minigrant Award Program, which supports the creation of innovative educational activities to benefit handicapped or gifted students from preschool through secondary levels. For each grant, information provided includes: project director, location, duration, population, problem, project, outcome, and product, if appropriate. In the category of education of handicapped children and youth, 12 grants are described, including a preschool enrichment program, day camp for learning-disabled students, summer speech/language program for rural children, art program, and program to develop agri-horticulture skills. Nine awards are included in gifted education, for a math fair, a study of William Shakespeare, holography, original research skills, Saturday seminars, genealogical research, etc. A job training project and social skills development project received funding in the category of careers and independent living skills. Parents were the target group of several projects dealing with parent-child relationships, improving oral communication, speech therapy, and behavior management. Parent workshop projects focused on parent-child communications, total communication, decreasing the isolation of rural parents, utilizing available resources, etc. In the category of educational technology, an active stimulation program and a project to adapt reconstructive equipment are described. (JDD)

ED 300 999 EC 211 296
Linkages: Continuity of Care for At-Risk Infants and Their Families: Opportunities for Maternal and Child Health Programs and Programs for Children with Special Health Needs. Report of a Work Group.
National Center for Clinical Infant Programs, Washington, DC.
Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
Pub Date—Feb 88
Grant—MCJ-113271
Note—12p.
Available from—Maternal and Child Health Clearinghouse, 38th and R Street, N.W., Washington, DC 20057.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Coordination, *Delivery Systems, Federal Legislation, *High Risk Persons, *Infants, Intervention, Policy, *Pregnancy, Preschool Education, *Special Health Problems
Identifiers—Child Health, *Early Intervention, Education of the Handicapped Act Amendments 1986, Linkage, Maternal Health
A work group convened by the Director of the U.S. Office of Maternal and Child Health examined the need and opportunity for a continuum of care to serve vulnerable populations of pregnant women and infants, and made recommendations for improving linkages among the various services needed by these mothers and their infants. Barriers to linkage between and among prenatal, perinatal, followup, referral, and early intervention services were noted. The work group recommended: standardized data collection among agencies concerning indicators/predictors of poor pregnancy and developmental outcomes, feedback to health care providers who make referrals to early intervention programs, prenatal and parenting classes for expectant parents, provision of community services information to parents prior to hospital discharge of their newborns, effective preservice and inservice training, collaboration with media to disseminate information, etc. An appendix indicates the lead agency that each state has designated for implementation of Public Law 99-457, Part H, and outlines the legislation's 14 components essential to a comprehensive system of care for children from birth to 2 years and their families. (JDD)

ED 301 000 EC 211 297
Mathinos, Debra A. Wypych, Marydel
Conversational Engagement and Children with Learning Disabilities: A Little Give and a Lot Less Take.
Pub Date—Apr 88
Note—34p.; Paper presented at the Annual Conference o the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Communication Skills, Comparative Analysis, Elementary Education, Intelligence, *Interaction, *Interpersonal Communication, Interpersonal Competence, Junior High Schools, *Learning Disabilities, Peer Acceptance, *Peer Relationship, Responses, Self Concept, Self Esteem, Student Behavior, *Student Reaction
Identifiers—*Conversation
The purpose of this study was to characterize the nature of conversational engagement evidenced by 30 learning-disabled and 30 nondisabled children while they participated in a semi-structured dyadic interaction. Also investigated were the relationships among the levels of engagement employed by the elementary or junior high students and their self-perceptions of social acceptance, behavior/conduct and self-worth, and general intellectual functioning as evidenced by IQ scores. Dyads were established by matching the disabled and nondisabled subjects with same-age, same-sex nondisabled partners; dyads were asked to choose one topic from a list of five topics and discuss it for 10 minutes. Study results provide partial support for the hypothesis that the conversations of nondisabled subjects, as compared to those of disabled subjects, exhibit a wider range of engagement levels in terms of both responsiveness and information, as well as generally higher levels of responsiveness and information overall. Although the learning-disabled subjects could and did employ engagement-producing and maintaining utterances similar in sophistication to those of their nondisabled peers, they did so less consistently and with less frequency. Possible explanations for the study's results are presented. (JDD)

ED 301 001 EC 211 298
Case, Lisa Pericola Harris, Karen R.
Self-Instructional Strategy Training: Improving the Mathematical Problem Solving Skills of Learning Disabled Students.
Pub Date—Apr 88
Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Master's Thesis, University of Maryland.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Addition, *Arithmetic, Elementary School Mathematics, Generalization, Instructional Effectiveness, Intermediate Grades, Intervention, *Learning Disabilities, *Learning Strategies, Maintenance, *Mathematics Instruction, Outcomes of Education, Problem Solving, Self Efficacy, Subtraction, Teaching Methods, *Word Problems (Mathematics)
This study sought to determine the effectiveness of self-instructional strategy training on the addition and subtraction problem-solving skills of four upper elementary-level learning-disabled students, and to evaluate maintenance and generalization of the trained skills. Each subject received individual criterion-based training in self-instructional strategies. Training emphasized the student's role as an active collaborator in the learning process, with responsibility for recruiting and applying strategies gradually placed upon the student. Strategies were explicitly and overtly modeled in context. Subjects' scores on one-step word problems in addition and subtraction significantly improved following training. All subjects showed that the skills were generalized across settings and were maintained 3-5 weeks after training. Subjects were more confident of their ability to complete the word problems following training, though they had overestimated their pre-training ability. The four students and their teacher evaluated the self-instructional strategy training positively. Inspection of students' papers collected when probes were administered provided concrete evidence of post-training use of the instructed problem-solving strategy. (JDD)

ED 301 002 EC 211 299
Harris, Karen R. And Others
The Acceptability of Cognitive-Behavioral and Behavioral Interventions among Special Education Teachers.
Pub Date—Apr 88
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Master's Thesis, University of Maryland.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Autoinstructional Aids, Behavior Disorders, *Behavior Modification, Behavior Problems, Classroom Techniques, Intermediate Grades, *Intervention, *Learning Disabilities, *Mild Disabilities, *Severe Disabilities, Social Reinforcement, Special Education Teachers, *Teacher Attitudes, Teaching Methods, Token Economy
Identifiers—*Acceptability Judgments, Intervention Rating Profile, Self Monitoring
Two behavioral interventions (social reinforcement and token economy) and two cognitive-behavioral interventions (self-monitoring of work completed and academic self-instructional training) were rated by 203 special education teachers for acceptability at both mild and severe levels of academic and behavioral problems. Hypothetical case studies were developed which described academic deficits and classroom behaviors of both a mildly and a severely educationally handicapped fifth-grader; each student description was then paired with the four possible interventions to create eight case descriptions. A revised version of the Intervention Rating Profile (IRP), the IRP-15, was used to assess the acceptability of the interventions used in the case descriptions. Results indicated that the special education teachers found both positive behavioral and cognitive-behavioral interventions to be

acceptable. At the mild problem level, both social reinforcement and self-monitoring were rated as more acceptable than self-instructional training and a token economy. Self-instructional training was more acceptable at the more severe problem level than the mild problem level, while social reinforcement was seen as more acceptable for mild problems than for severe problems. Factor analyses of the IRP supported the contention that the IRP-15 is unidimensional with both behavioral and cognitive-behavioral interventions, and has high reliability. (JDD)

ED 301 003 EC 211 300
McManus, Marilyn C., Ed.
Services to Minority Populations: What Does It Mean To Be a Culturally Competent Professional?
Portland State Univ., Oreg. Regional Research Inst. for Human Services.
Pub Date—88
Note—17p.
Available from—Portland State University, Research and Training Center, Regional Research Institute for Human Services, P.O. Box 751, Portland, OR 97207-0751.
Journal Cit—Focal Point; v2 n4 p1-9 Sum 1988
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Background, *Cultural Context, Cultural Differences, Delivery Systems, *Emotional Disturbances, *Ethnic Groups, *Helping Relationship, Interpersonal Relationship, Minority Groups, Models, Professional Services, Self Evaluation (Groups), *Social Agencies, *Social Services, Staff Development
This issue of "Focal Point" addresses the delivery of services to children who are ethnic minorities of color and who have severe emotional disabilities. The cover article offers five keys to the provision of professionally competent services with such children: awareness and acceptance of cultural differences, awareness of the professional's own cultural values, understanding of the "dynamics of difference" in the helping process, knowledge of the client's culture, and ability to adapt practice skills to fit the client's cultural context. "Developing Cultural Competence for Agencies" helps social service agencies develop and assess their level of cultural competence through examination of their goals; agency structure; staff, board, and agency attributes; etc. A literature review explores the types of cultural competence models in use by agencies, including the outreach model, the mainstream agency support of services by minorities model, bilingual/bicultural services, and minority agencies providing services to members of minority communities. The Child and Adolescent Service System Program Minority Initiative, a program of the National Institute of Mental Health, is also described. Other newsletter features include lists of available materials and meeting notes. (JDD)

ED 301 004 EC 211 751
Bowman, Jan E.
A Study of Special Education Referral and Placement Practices [in the] Montgomery County Public Schools (Maryland).
Pub Date—Apr 88
Note—7p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, Educational Practices, Elementary Education, Handicap Identification, High Risk Students, Hispanic Americans, Intervention, *Learning Disabilities, *Low Achievement, *Minority Groups, *Referral, Special Education, *Speech Handicaps, *Student Placement, Teacher Attitudes
Identifiers—*Montgomery County Public Schools MD
A study was conducted of special education referral and placement practices within Montgomery County (Maryland) Public Schools. A group of 650 low-achieving elementary school students, identified to be "at risk" for failure, was monitored to examine special education referrals or placements. Three hundred of the students were studied to determine the types of interventions taking place to improve the students' achievement. It was found that minorities, especially Blacks and Hispanics, were over-represented in the handicapping categories of learning disabilities and speech/language disorders. This over-representation was felt to be due, in part, to inappropriate identification of low achievement factors as a handicapping indicator. No significant differences were found in referral practices to explain the increased odds of special education labeling for minority groups. Staff expectations and perceptions were found to be powerful factors in the referral process. Teachers referred students because they perceived them to be achieving at a level below their peers. Staff seemed unaware of other regular education resources to assist low-achieving students. Classroom teachers were most likely to use management interventions rather than instructional interventions to assist the students. Educational implications of these selected findings and suggestions for improving the situation are offered. (JDD)

ED 301 005 EC 211 752
Career Assessment and Placement Center. Dissemination Manuals of Programs.
Whittier Union High School District, CA.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—Mar 88
Grant—G008430105
Note—388p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Career Counseling, Career Development, *Career Education, Daily Living Skills, *Disabilities, High Schools, *Job Development, Job Placement, Job Search Methods, Program Administration, Program Development, *Transitional Programs, Vocational Adjustment, *Vocational Education, *Vocational Evaluation
Identifiers—Independent Living
The Career Assessment and Placement Center is a school-to-adult-life transition program which provides vocational and independent living services to individuals with physical, mental, or emotional disabilities. A set of five manuals was prepared to assist in developing services similar to those provided by the Center. The "Operations" manual contains information on establishing goals, obtaining funding, developing programs, and avoiding potential pitfalls. "Career Education/Transitional Programs" focuses on curriculum content, policies and procedures, and selecting and creating instructional materials in the areas of career education, work adjustment, preparation for work, and independent living skills. "Vocational Counseling" emphasizes coordinating and monitoring a student's progress through the Center, providing vocational counseling and guidance to students, and training in job-seeking and job-keeping skills when necessary. "Vocational Evaluation" assesses students' employment interests and capabilities. "Job Development and Placement" outlines how to establish community sites for career exploration, situational assessments, job training, and job placement and follow-up. Each manual contains samples of letters and forms developed by the Center, goals and objectives of the services, and brief descriptions of the Center's successful experiences and the problems it encountered. (JDD)

ED 301 006 EC 211 753
Marfo, Kofi, Ed.
Parent-Child Interaction and Developmental Disabilities: Theory, Research, and Intervention.
Report No.—ISBN-0-275-92835-7
Pub Date—88
Note—383p.
Available from—Praeger Publishers, One Madison Ave., New York, NY 10010 ($49.95).
Pub Type— Books (010) — Information Analyses (070) — Collected Works - General (020)
Document Not Available from EDRS.
Descriptors—Child Development, *Developmental Disabilities, Elementary Secondary Education, Emotional Response, *Interaction, *Interpersonal Communication, Intervention, *Language Acquisition, Mothers, Observation, *Parent Child Relationship, Play, Preschool Education, Research Methodology, *Social Influences, Toys
Identifiers—Conversation, Early Intervention, Gaze Patterns, Vocalization
Examined are the interactions of parents and their children with developmental disabilities, focusing on the following aspects: social, emotional, language, communication, clinical, educational, and methodological. A partial listing of contents follows: "Determinants of Parent and Child Interactive Behavior" (Carl Dunst and Carol Trivette); "The Role of Maternal Emotions and Perceptions in Interactions with Young Handicapped Children" (Robert Hodapp); "Gaze Patterns of Mothers and Infants as Indicators of Role Integration during Play and Teaching with Toys," (Jeannette McCollum and Vicki Stayton); "Frequency and Sequential Patterns in Mothers' Interactions with Mentally Handicapped and Nonhandicapped Children" (Kofi Marfo and Gerard Kysela); "Noncry Vocal Development in Normal and At-Risk Infants" (Adele Proctor); "Parent-Child Interaction and the Process of Language Acquisition in Severe Mental Retardation" (Jean Rondal); "Control and Reciprocity in Mothers' Interactions with Down Syndrome and Normal Children" (Rosemary Tannock); "A Comparison of the Maternal Linguistic Environment of Children with Various Types of Mental Handicap" (Hilton Davis et al.); "Enhancing the Developmental Competence of Handicapped Infants" (Gerald Mahoney); "Communicating Partners: A Conversational Model for Building Parent-Child Relationships with Handicapped Children (James MacDonald and Yvonne Gillette); "Parents as Language Therapists" (Linda Hanrahan and Aimee Langlois); "Parent-Handicapped Child Interaction Observational Coding Systems" (Patricia O'Brien Towle et al.). (JDD)

ED 301 007 EC 211 754
Ysseldyke, James E. And Others
Examination of Categorical Practice in Special Education: Is It Supported by Research?
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—6 Apr 88
Note—40p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, *Educational Environment, Elementary Education, *Emotional Disturbances, Instructional Effectiveness, *Learning Disabilities, Mainstreaming, *Mild Disabilities, *Mild Mental Retardation, Special Education, Student Reaction, *Teaching Methods
Identifiers—*Categorical Special Education
This study examined the extent to which categorical differences exist in the instructional environment for students with mild handicaps. Subjects were 30 learning-disabled, 32 emotionally/behaviorally disturbed, 30 educable mentally retarded, and 30 nonhandicapped students in grades 2-4. Twenty-four special education teachers and 54 regular education teachers also participated. The quantitative nature of instruction was measured by gathering data on instructional ecology and student responses. The qualitative nature of instruction was measured using an integrative rating system based on observations, teacher interviews, and student interviews. Few differences were found in how the handicapped groups of students were instructed. More often, differences found were between handicapped and nonhandicapped students, or between regular education and special education settings. There were no differences over the entire school day in the tasks handicapped students were assigned or in the nature of their responses. Within special education settings, educable mentally retarded students' instruction was rated lower than other groups on instructional presentation, checking for student understanding, and task relevance. Considerable variability was found within categories on both quantitative and qualitative aspects of instruction, in both regular and special education. (JDD)

ED 301 008 EC 211 755
Winter, Gwen W.
Interdisciplinary Strategies for Teaching Second-Grade Gifted Children in the Regular Classroom: An In-Service for Teachers.
Pub Date—7 Jul 88
Note—549p.; Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—*Enrichment Activities, *Gifted, Grade 2, Individualized Instruction, *Inservice Teacher Education, *Interdisciplinary Approach, Language Arts, Learning Activities, Mainstreaming, Primary Education, Science Education, Social Studies, Workshops

The practicum was designed to provide five inservice workshops concerned with identification and teaching strategies for regular second grade teachers with gifted children in their classes. The practicum used an interdisciplinary approach to present teaching procedures intended to be practical, cost effective, socially viable, and appropriate to the needs of second grade gifted children. The classroom teachers evaluated the children on program strategies utilizing learning centers organized according to the GLASS (guidance, language arts, arts, social studies, and science) model. Program strategies were intended to facilitate individualized learning with the teacher as facilitator. The revolving door model was used to allow children to enter or leave the enrichment activities on an individual needs basis. Ten second grade teachers responded to post-program strategies with a favorable response of 98%. The 60 participating gifted children from these schools showed a 21% increase in mean scores for positive attitudes on program strategies. Much of the document consists of materials for GLASS learning center activities, presented in two attached volumes (464 pages). A 68-item reference list and appended survey instruments are also provided. (DB)

ED 301 009 EC 211 756

Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities--with Legislative Recommendations. A Report to the President and to the Congress of the United States.

National Council on the Handicapped, Washington, DC.

Report No.—ISBN-0-936825-00-6

Pub Date—1 Feb 86

Note—85p.; For the appendix, see EC 211 757; for a progress report, see EC 211 768. Chart of federal programs was reduced in size and contains small print.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-003-01022-4).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Agency Cooperation, *Community Services, Coordination, Demography, *Disabilities, Elementary Secondary Education, Employment Opportunities, Equal Opportunities (Jobs), Federal Aid, *Federal Legislation, *Federal Programs, Housing, Mainstreaming, *Normalization (Handicapped), Preschool Education, Prevention, Public Policy, *Social Integration, Special Education, Transportation

Identifiers—*Independent Living, Social Security Benefits

This report reviews federal laws and programs affecting persons with disabilities and assesses the extent to which they: provide incentives or disincentives to the establishment of community-based services for handicapped individuals; promote the full integration of such individuals in the community, in schools, and in the workplace; and contribute to the independence and dignity of such individuals. An introductory chapter provides a description of the demographics of the U.S. disabled population. A list of federal programs serving people with disabilities is prioritized according to federal expenditures, with an estimated number of persons with disabilities served. Summarized are the National Council on the Handicapped's legislative recommendations in 10 issue areas: equal opportunity laws; employment; disincentives to work under social security laws; prevention of disabilities; transportation; housing; community-based services for independent living; educating children with disabilities; personal assistance such as attendant services, readers, and interpreters; and coordination. The recommendations propose modifications in the expenditure of disability-related dollars to improve the ability of persons with disabilities to live with dignity and as independently as possible within their communities. The report concludes with biographies of Council members. (JDD)

ED 301 010 EC 211 757

Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities--with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States.

National Council on the Handicapped, Washington, DC.

Pub Date—1 Feb 86

Note—477p.; For the main report, see EC 211 756. For individual topic papers, see EC 211 758-767.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-003-01023-2).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC20 Plus Postage.

Descriptors—Adults, Agency Cooperation, *Community Services, Coordination, Demography, *Disabilities, Elementary Secondary Education, Employment Opportunities (Jobs), Federal Aid, *Federal Legislation, *Federal Programs, Housing, Mainstreaming, *Normalization (Handicapped), Preschool Education, Prevention, Public Policy, *Social Integration, Special Education, Transportation

Identifiers—*Independent Living, Social Security Benefits

Ten topic papers examine federal laws and programs affecting persons with disabilities and make recommendations for improved use of federal money. The papers cover: (1) equal opportunity laws, examining the status of disability-related equal opportunity laws and identifying gaps in coverage, shortcomings and inconsistencies in interpretation and application, and deficiencies in enforcement; (2) employment, focusing on transition programs, supported work, placement initiatives, and sheltered employment; (3) disincentives to work under social security laws; (4) prevention of disabilities, addressing existing programs, problems, and gaps in legislation and programs; (5) transportation, focusing on urban mass transit, air travel, bus travel, Amtrak, and private transportation; (6) housing, dealing with federal housing assistance and loan programs as well as nondiscrimination and fair housing requirements; (7) community-based services for independent living, which explores services for individuals with various levels of handicap and the costs and benefits of community-based independent living services; (8) educating children with disabilities, dealing with early childhood and preschool programs and integration of special education classes and programs into regular educational settings; (9) personal assistance, which outlines issues and national policy for providing attendant services; and (10) coordination of policy development and of program administration. (JDD)

ED 301 011 EC 211 758

Equal Opportunity Laws: Topic Paper A.

National Council on the Handicapped, Washington, DC.

Pub Date—1 Feb 86

Note—65p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities--with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.

Pub Type— Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Civil Rights, Civil Rights Legislation, Court Litigation, *Disabilities, Employment Opportunities, *Equal Opportunities (Jobs), *Federal Legislation, *Federal Programs, Government Role, *Handicap Discrimination, *Law Enforcement, Public Policy

This paper examines the status of U.S. disability-related equal opportunity laws and identifies gaps in coverage, shortcomings and inconsistencies in interpretation and application, and deficiencies in enforcement. Problems with the scope of coverage result from: (1) laws that are not enforceable in federal courts against states, not co-extensive with laws prohibiting discrimination, and not co-extensive with the Federal Fair Housing Act (Title VIII of Civil Rights Act of 1968); and (2) the failure of the Federal Government to use its leverage as a consumer of goods and services. Problems with the language, interpretation, and enforcement of current handicap equal opportunity laws include the absence of reasonable accommodation requirements and standards, failure to spell out elements of nondiscrimination, lack of a clear distinction between nondiscrimination and affirmative action, etc. Also identified are problems in trying to apply traditional civil rights legal standards to discrimination on the basis of handicap, problems with the bill of rights for persons with disabilities, legal representation for persons with disabilities, and technical assistance needed for small businesses. Ten recommendations conclude the paper, urging the enactment of a comprehensive law requiring equal opportunity for individuals with disabilities, setting clear, consistent, and enforceable standards prohibiting discrimination on the basis of handicap. Twenty-one references are listed. (JDD)

ED 301 012 EC 211 759

Employment: Topic Paper B.

National Council on the Handicapped, Washington, DC.

Pub Date—1 Feb 86

Note—101p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities--with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.

Pub Type— Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Agency Role, *Disabilities, *Employment Opportunities, *Employment Programs, Federal Aid, *Federal Legislation, *Federal Programs, Government Role, Job Placement, Job Training, Models, Private Agencies, *Transitional Programs, Vocational Education

Identifiers—Job Training Partnership Act 1982, Office of Special Educ Rehabilitative Services, Rehabilitation Act 1973, *Supported Work Programs

As part of a series of topic papers assessing federal laws and programs affecting persons with disabilities, this paper focuses on employment programs and initiatives. Described are (1) the transition model of the Office of Special Education and Rehabilitative Services (OSERS), which emphasizes a solid educational foundation and adequate community-based employment opportunities, and (2) the financial support provided by OSERS for development of transitional services. The supported work model of OSERS encourages local development of work opportunities in a variety of settings, through training, supervision, and/or transportation, and calls for the provision of whatever support is needed to maintain that employment. Legislation directly affecting transition and supported work are described, and several gaps in programs and legislation are identified. Placement initiatives which enable persons with disabilities to enter or reenter the labor market are discussed, including the Rehabilitation Act of 1973, the Job Training Partnership Act, disabled veterans programs, President's Committee on Employment of the Handicapped, and initiatives by nonprofit organizations and the private sector. Eight legislative changes are recommended to increase employment among people with disabilities, focusing on transition from school to work, sheltered employment, private sector initiatives, job training, job development, and placement. Five pages of references are provided. (JDD)

ED 301 013 EC 211 760

Disincentives To Work under Social Security Laws: Topic Paper C.

National Council on the Handicapped, Washington, DC.

Pub Date—1 Feb 86

Note—34p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities--with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.

Pub Type— Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, *Disabilities, Disqualification, Eligibility, *Employment Potential, Federal Aid, *Federal Legislation, *Federal Programs, Financial Support, Health Insurance, *Incentives, Welfare Services

Identifiers—Medicaid, Medicare, Social Security Disability Insurance, Supplemental Security Income Program, *Work Disincentives

As one of a series of topic papers assessing federal laws and programs affecting persons with disabilities, this paper outlines several ways in which existing Social Security laws serve to discourage and penalize people with disabilities if they seek to become employed and self-supporting. Programs funded under the Social Security Act are described, including Supplemental Security Income (SSI), Medicaid, Social Security Disability Insurance (SSDI), and Medicare. The disincentives to work which are found in these programs are then detailed. These disincentives include, among others, the reduction of SSI or SSDI benefits and the loss of in-

come security when a recipient returns to work, and the lack of private health insurance for people with disabilities, forcing them into income support programs. Two case studies demonstrate successful experiences associated with a federal program which allows employed workers with disabilities to continue receiving Medicaid benefits for disability-related expenses. A third case study illustrates the work disincentive that results when a person with disabilities who has vocational potential is automatically eligible for income support payments. Costs and benefits associated with removing the work disincentives in current programs are explored, and recommendations are made to correct provisions of existing Social Security laws. (JDD)

ED 301 014 EC 211 761
Prevention of Disabilities: Topic Paper D.
National Council on the Handicapped, Washington, DC.
Pub Date—1 Feb 86
Note—41p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities–with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, Federal Aid, *Federal Legislation, *Federal Programs, Financial Support, Health Education, *Health Promotion, Medical Services, *Prevention, Preventive Medicine, *Program Development, Public Policy
As one of a series of topic papers assessing federal laws and programs affecting persons with disabilities, this paper describes the major components of a comprehensive program to prevent disabilities, including programs to maximize health care, programs to maximize educational growth and sound psychological development, and programs for public education and awareness. Problems in achieving such a comprehensive prevention program include economic considerations and the need for coordination of efforts, for personnel to institute and conduct prevention programs, for legislation and governmental funding to support the programs, and for physical fitness programs to accommodate disabled persons to prevent further deterioration. A number of federal programs that contain prevention activities are described, such as maternal and child health programs, programs of the National Institutes of Health, and programs legislated under the Rehabilitation Act of 1973. A national plan to prevent disabilities is outlined with specific strategies in the areas of pregnancy, infant health, immunization, toxic agent control, occupational safety and health, smoking, nutrition, etc. The paper concludes with the recommendation that the Federal Government mount such a comprehensive national program. Twenty-three references are listed. (JDD)

ED 301 015 EC 211 762
Transportation: Topic Paper E.
National Council on the Handicapped, Washington, DC.
Pub Date—1 Feb 86
Note—60p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities–with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Accessibility (for Disabled), Air Transportation, Bus Transportation, Costs, Design Requirements, *Disabilities, *Federal Legislation, *Federal Programs, Federal Regulation, Human Services, Models, Motor Vehicles, *Physical Mobility, Public Policy, Rail Transportation, *Transportation
As one of a series of topic papers assessing federal laws and programs affecting persons with disabilities, this paper reviews the issue of transportation services. In the area of urban mass transit, four relevant pieces of legislation and public transportation accessibility regulations are cited, and cost issues are explored. Paratransit systems, fixed route bus systems, and rapid rail systems are described, leading to an examination of models of fully accessible, multi-modal transit systems. In addition to urban mass transit, other modes of transportation discussed include air travel, intercity and interstate buses, Amtrak, and private transportation. Principles of a national policy for accessible transportation are outlined, and recommendations for legislative amendments to develop a nationwide fully accessible transportation system conclude the paper. Twenty-four references are listed. (JDD)

ED 301 016 EC 211 763
Housing: Topic Paper F.
National Council on the Handicapped, Washington, DC.
Pub Date—1 Feb 86
Note—46p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities–with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Accessibility (for Disabled), Community Programs, Community Zoning, Cost Effectiveness, *Disabilities, Discriminatory Legislation, Federal Aid, *Federal Legislation, *Federal Programs, Federal Regulation, Financial Support, Government Role, Grants, *Housing, *Housing Discrimination, Housing Opportunities, Public Policy
This paper, one of a series of topic papers assessing federal laws and programs affecting persons with disabilities, addresses the issue of housing. Major federal responsibilities are to develop additional housing opportunities for persons with disabilities and to assure that currently available housing is equally open to individuals with disabilities. Described are the federal housing assistance and loan programs authorized in Section 202 of the Housing Act of 1959 (as later amended), Section 8 of the U.S. Housing Act of 1937, Section 207 of the Housing and Urban-Rural Recovery Act of 1983 which established the Housing Voucher Demonstration Program, and the Community Development Block Grant Program. Laws and proposed regulations prohibiting discrimination in housing on the basis of disability are reviewed. The need for a federal prohibition of discriminatory zoning in local ordinances is also documented. Costs and benefits of providing appropriate housing for people with disabilities are considered. The paper concludes with recommendations designed to prohibit housing discrimination and to promote appropriate and accessible housing for persons with disabilities. (JDD)

ED 301 017 EC 211 764
Community-Based Services for Independent Living: Topic Paper G.
National Council on the Handicapped, Washington, DC.
Pub Date—1 Feb 86
Note—56p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities–with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Programs, *Community Services, Cost Effectiveness, Costs, Delivery Systems, *Disabilities, Expenditures, Federal Aid, *Federal Legislation, *Federal Programs, Financial Support, Group Homes, *Normalization (Handicapped), Public Policy, Research Needs, *Residential Programs
Identifiers—Centers for Independent Living Program, *Independent Living, Rehabilitation Act 1973
This paper assesses federal legislation and programs affecting community-based services for independent living for people with disabilities. Independent living entitlement programs are contained in Title VII of the Rehabilitation Act of 1973, and include comprehensive services, centers for independent living, and independent living services for older blind individuals. Legislation also covers community-based services for persons with mental retardation and for persons with mental illness, and social security programs affecting all persons with disabilities. Federal programs have been created to develop independent living options for persons with severe disabilities, mental retardation, and mental illness. There is a need for additional independent living research, education, and professional training. Expenditures for long-term care facilities and services, intermediate care facilities, community-based residential facilities for mentally impaired individuals, and community-based independent living programs are analyzed, and the costs and benefits associated with community-based independent living services are noted. Recommendations are proposed for legislative amendments and revised funding support to promote the availability of community-based services for independent living. Forty-four references are listed. (JDD)

ED 301 018 EC 211 765
Educating Children with Disabilities: Topic Paper H.
National Council on the Handicapped, Washington, DC.
Pub Date—1 Feb 86
Note—22p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities–with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Educational Legislation, Elementary Secondary Education, Excellence in Education, *Federal Legislation, *Federal Programs, Intervention, *Mainstreaming, Preschool Education, Public Policy, *Special Education, Technical Assistance
Identifiers—*Early Intervention, Education for All Handicapped Children Act, Handicapped Childrens Early Education Program
This paper assesses federal legislation and programs affecting education for children with disabilities. The enactment of Public Law 94-142 sought to ensure that every handicapped child aged 5-18, and later 3-21, receive appropriate public education in the least restrictive environment. Studies support the importance of early intervention programs to reduce the later need for special education services. Two federal programs provide support for early childhood education services: the Handicapped Children's Early Education Program and the Preschool Incentive Grant Program. Research also documents that disabled and nondisabled children should be integrated in the educational setting, and several school districts have established integrated educational programs that are appropriate for a range of needs for all children. Recommendations are made calling for legislation to mandate special education and related services beginning at birth, to create standards for the application of the least restrictive environment requirement, to fund a National Technical Assistance Center, and to establish a National Commission for the Study of Excellence in Special Education. (JDD)

ED 301 019 EC 211 766
Personal Assistance: Attendant Services, Readers, and Interpreters: Topic Paper I.
National Council on the Handicapped, Washington, DC.
Pub Date—1 Feb 86
Note—33p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities–with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attendants, Community Programs, Delivery Systems, *Disabilities, Federal Aid, *Federal Legislation, *Federal Programs, Financial Support, Helping Relationship, *Home Health Aides, Home Programs, Public Policy, Social Services, *Social Support Groups, *Visiting Homemakers
Federal legislation and programs affecting personal assistance services for persons with disabilities are examined. Personal assistance services may be provided for activities of daily living, communication, cognitive tasks, or mobility, depending on the needs of the individual. The population in need of attendant services has increased with advances in medical treatment and emergency services, but precise data on the number of persons are not currently available. Available funding sources include Medicaid, Medicare, Rehabilitation Act of 1973, Veterans Administration programs, Education for All Handicapped Children Act, and others. Issues in the provision of personal assistance services include:

definition of certain tasks as medical or nonmedical, eligibility requirements, systems for delivery of services, funding, and the cost of meeting the demand for attendant services. Recommendations call for implementation of a cost-effective process for supporting community-based personal assistant services for persons with severe disabilities, and establishment of a national policy that makes personal services accessible for people with all types of disabilities on the basis of functional need. (JDD)

ED 301 020 EC 211 767
Coordination: Topic Paper J.
National Council on the Handicapped, Washington, DC.
Pub Date—1 Feb 86
Note—18p.; In: Toward Independence: An Assessment of Federal Laws and Programs Affecting Persons with Disabilities-with Legislative Recommendations. Appendix: Topic Papers. A Report to the President and the Congress of the United States; see EC 211 757.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Cooperative Planning, *Coordination, *Delivery Systems, *Disabilities, *Federal Legislation, *Federal Programs, Government Role, Program Effectiveness, Public Agencies, Public Policy
In this assessment of federal legislation and programs affecting coordination of services to people with disabilities, actions are addressed which can lead to a more comprehensive and coherent service delivery system. Past coordinative efforts have attempted to resolve problems occurring at both the policy level and in program administration. Current coordination efforts include several interagency entities such as the Architectural and Transportation Barriers Compliance Board, the Interagency Committee on Handicapped Employees, the Administration on Developmental Disabilities, and the Interagency Coordinating Council mandated by the Rehabilitation Act of 1973 (as later amended). The National Council on the Handicapped considers coordination activities as one of its major responsibilities, and intends to use its unique position as an advisor to both Congress and the executive branch of the government to facilitate the implementation of a coordinated disability policy at the national level. A recommendation is proposed requiring state and local agencies that receive federal funds for services for people with disabilities to participate in the development of coordinated service delivery plans. (JDD)

ED 301 021 EC 211 768
On the Threshold of Independence. Progress on Legislative Recommendations from "Toward Independence." A Report to the President and to the Congress of the United States.
National Council on the Handicapped, Washington, DC.
Report No.—ISBN-0-936825-01-4
Pub Date—Jan 88
Note—117p.; For related document, see EC 211 756.
Available from—National Council on the Handicapped, 800 Independence Ave., S.W., Suite 814, Washington, DC 20591.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, Agency Cooperation, Community Services, Coordination, Demography, *Disabilities, Elementary Secondary Education, Employment Opportunities, Equal Opportunities (Jobs), *Federal Legislation, *Federal Programs, Housing, *Normalization (Handicapped), Preschool Education, Prevention, *Public Policy, Special Education, Transportation
Identifiers—*Independent Living, Social Security Benefits
This report describes progress made toward increasing the independence and quality of life for persons with disabilities since the National Council on the Handicapped's 1986 report "Toward Independence." Of the 45 legislative recommendations proposed in the 1986 report, 80 percent have been either partially or fully accomplished. Twenty-one statutory provisions have been enacted into law, in addition to eight bills introduced in Congress but not yet enacted. Census data and results of Harris polls have made important contributions to the database of reliable statistics on numbers and types of people with disabilities, age, income, education, employment, social life and leisure, etc. Major achievements are presented in 10 topic areas, including equal opportunity laws; employment; disincentives to work under Social Security laws; prevention of disabilities; transportation; housing; community-based services for independent living; educating children with disabilities; personal assistance through attendant services, readers, and interpreters; and coordination of service delivery. Twenty-two references are listed. (JDD)

ED 301 022 EC 211 769
Brancalcone, Louis
Attention-Deficit Hyperactivity Disorder: A Step toward Individualized Treatment Planning.
Pub Date—May 88
Note—41p.; Doctoral Research Paper in Psychology, Biola University.
Pub Type— Information Analyses (070) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Aggression, *Attention Deficit Disorders, Attention Span, Conceptual Tempo, *Educational Diagnosis, Elementary Education, *Etiology, Family Environment, *Hyperactivity, *Intervention, Locus of Control, Social Adjustment
The paper reviews research studies on identification and treatment of attention-deficit hyperactivity disorder (ADHD). Studies investigating the three primary ADHD dimensions of inattention, hyperactivity, and impulsiveness are initially cited, followed by a review of research in the related dimensions of cognitive attributions/locus of control, home environment, social behavior/aggression, and academic achievement. It is concluded that the complexity of the ADHD syndrome necessitates a complex, multimodal assessment and a comprehensive, individualized treatment package. A list of 74 references is appended. (JW)

ED 301 023 EC 211 770
Lum, Mark Stephen
Gifted Population and Adjustment: A Literature Review of Giftedness on Conduct, Family Adjustment, Emotional Functioning, Social Functioning and Perceived Competence.
Pub Date—May 88
Note—33p.; Doctoral Research Paper in Psychology, Biola University.
Pub Type— Information Analyses (070) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adjustment (to Environment), Elementary Secondary Education, Emotional Adjustment, Family Relationship, *Gifted, *Interpersonal Competence, Locus of Control, *Psychological Characteristics, Research Methodology, Self Concept, Self Esteem, Social Adjustment
This review of research studies on the psychological adjustment of gifted persons focused on five dimensions: social/behavioral conduct, family adjustment, emotional functioning (personality characteristics, anxiety, depression), social functioning (interpersonal relationships, social skills), and perceived competence (self-concept, self-esteem, locus of control). Among conclusions drawn from the analysis were the following: (1) no significant differences were revealed between gifted and nongifted children on depression, anxiety, or personality characteristics; (2) gifted children possessed adequate social skills, but were at risk for problems in peer relationships; (3) gifted children tended to be less cohesive in groups because many of them desired leadership roles. Methodological problems identified in the studies examined included criteria for giftedness, objectivity of measurement devices, and sample size. A concluding section cites such practical implications for parents, teachers, and administrators as setting realistic expectation levels, attending to the social needs of gifted children, and striving for consistency in parenting and teaching styles. Twenty-five references are appended. (JW)

ED 301 024 EC 211 771
Levy, Philip H. And Others
AIDS: Teaching Persons with Disabilities To Better Protect Themselves.
Pub Date—Aug 88
Note—23p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Adaptive Behavior (of Disabled), Communicable Diseases, Community Programs, Community Responsibility, Daily Living Skills, Decision Making Skills, *Developmental Disabilities, *Health Education, *Mental Retardation, Normalization (Handicapped), Prevention, *Sex Education, Sexuality, Venereal Diseases
The Young Adult Institute (YAI), a private, nonprofit agency serving developmentally disabled persons in the New York City metropolitan area, designed and implemented a program which used a videotape and detailed staff training manual to teach clients how better to protect themselves from contracting acquired immune deficiency syndrome (AIDS). The protection program was targeted in particular to higher functioning clients who participated in community activities on a more independent basis and received less supervision than did more severely disabled clients. The following program objectives were identified: (1) define AIDS, and state why it is so dangerous; (2) state who is at risk for contracting AIDS and how it is contracted; (3) identify risky sexual practices; (4) identify safer sexual behaviors and practices; (5) teach clients how to resist social pressures that may lead to risky or unsafe sex; and (6) demonstrate via videotape the use of a condom. Possible dilemmas regarding AIDS training, such as parental objections, are noted. Among four policy statements regarding AIDS education are that all clients deemed at risk must receive specific AIDS training taught at their cognitive level. (JW)

ED 301 025 EC 211 772
Boston, Neil E.
Determining Giftedness in Elementary Visual Art Students.
Pub Date—Nov 87
Note—44p.; Exit Project, Indiana University at South Bend.
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Childrens Art, Creative Art, Developmental Stages, Elementary Education, Freehand Drawing, *Gifted, *Student Evaluation, *Talent Identification, Testing, *Visual Arts
Identifiers—*Enrichment Triad Model
Focusing on appropriate methods and criteria for identifying giftedness in elementary visual arts students, the study consists primarily of an annotated bibliography divided into three sections: childhood visual art development (9 entries); selected identification procedures and instruments (25 entries); and identification techniques in the Renzulli philosophy of giftedness (6 entries). A glossary of terms and definitions related to common characteristics in children's drawings precedes the bibliography, and a brief discussion of Renzulli's Enrichment Triad Model follows it, touching on such issues as elitism, labeling, minority representation, and cost. A brief summary cites issues of common concern or consensus among the studies cited in the bibliography. Among conclusions and recommendations drawn from this review are the following: (1) recognition of the natural stages of childhood visual art development is critical for the evaluation and identification of gifted potential; (2) standardized testing by the use of children's drawings is a better measure of intelligence than creativity; (3) the use of a student portfolio is an excellent tool in evaluating visual art performance and growth. (JW)

ED 301 026 EC 211 773
Pool, Donald A.
Psychological Assessment of the Disabled.
Pub Date—Aug 87
Note—13p.; Paper presented at the Annual Convention of the American Psychological Association (New York, NY, August 28-September 1, 1987).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Evaluation Methods, Interest Inventories, Personality Measures, *Psychological Evaluation, *Standardized Tests, *Testing Problems, Test Reliability, *Test Validity
The paper examines issues, philosophy and guidelines for psychological assessment of the disabled. Focused on are: (1) adjustments in testing procedures and (2) applicability of standard norms with commonly used psychological test instruments for

the assessment of ability, interest, and personality. The importance of accurate assessment for appropriate rehabilitation program development is stressed. Considered as inappropriate are the approach which rejects all standardized testing procedures and norms as unfair as well as the approach which applies standard instruments with no modifications. A functional approach is recommended which emphasizes standardization, normative validity and reliability considerations placed in the context of the whole person including a careful interview covering personal, social, and vocational history. Problems with using the General Aptitude Test Battery are specifically identified and the lack of standardization data for the disabled on many other tests is noted. (DB)

ED 301 027 EC 211 774
Education for the Gifted and Talented. A Position Paper.
New York State School Boards Association, Albany.
Pub Date—88
Note—31p.
Pub Type— Opinion Papers (120) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Curriculum Development, Definitions, Educational Legislation, *Gifted, Parent Participation, Program Development, *Program Evaluation, *State Legislation, State Standards, Student Educational Objectives, *Talent, Talent Identification, *Teacher Qualifications
Identifiers—New York
The position paper of the New York State School Boards Association covers concerns of identification of the gifted and talented, program development, program evaluation, teacher qualifications, community and parental involvement, and legislation. Twenty-one recommendations are made and include the following: The definition of giftedness should be consistent with the school board's goals for education of the gifted/talented; School districts should have specific, written procedures for screening, assessment, and referral that are consistent yet flexible; The State Education Department should conduct a survey of identification procedures and instruments used in the state; Combinations of mainstreamed instructional opportunities and pull-out programs should be explored; Each component of the gifted/talented program should have clearly stated objectives, with differentiated learning experiences that are consistent with the district-wide plan; Enrichment programs should include inservice training for regular classroom teachers; Teachers, administrators, and support personnel should be involved in the program evaluation development process; School districts should encourage projects that involve links with the community; Additional legislative funding should be sought for new programs or expansion of existing programs. A 29-item bibliography is provided. (DB)

ED 301 028 EC 211 775
de la Breen, Beatrice
Cuidado de Niños con Necesidades Especiales en el Hogar: Manual de Estrategias y Actividades para Proveedores que Cuidan Niños en Sus Hogares (Children with Special Needs in Family Day Care Homes: A Handbook of Approaches and Activities for Family Day Care Home Providers).
El Centro de Rosemount, Washington, DC.
Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date—88
Grant—G008401755
Note—166p.; For the English version, see ED 298 736.
Available from—Centro Rosemount, 2000 Rosemount Ave., N.W., Washington, DC 20010.
Language—Spanish
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Child Caregivers, Child Development, *Developmental Disabilities, Developmental Stages, Discipline, Early Experience, *Family Day Care, Family Environment, Infants, Learning Activities, *Mainstreaming, *Multicultural Education, Normalization (Handicapped), Play, Preschool Education, Staff Development, *Teaching Methods, Young Children
Practical information and sample teaching activities for child caregivers who work with young developmentally disabled children in family day care settings are provided in this manual. Each chapter shares a typical experience a caregiver may have with a particular child. Chapter 1 focuses on getting to know a new child, initial expectations, and testing a new environment, with related activities such as following simple directions and learning sounds. Topics covered in chapter 2 include sensitivity to the child's changing needs, developmental stages, sequencing and repeating activities, and creativity, with related activities which include imitating sounds and giving objects. In chapter 3, the how-to's of designing and preparing for activities are described. Activities in chapter 4 (e.g., wheelbarrow walk, Simon Says) accompany a discussion of the meaning of play for children. Chapter 5 focuses on the creation and use of toys and spaces for play, with activities such as pointing to body parts and pushing objects. Discipline and setting limits is addressed in chapter 6, while the final chapter describes ways to include special needs children in group activities. Brief appendices include a summary of major points to remember, glossary of terms, developmental information, and organizational and print resources. (JW)

FL

ED 301 029 FL 017 478
German Studies Programs: Guidelines for Curricular Organization at American Educational Institutions.
German Studies Association, Tempe, AZ.
Pub Date—87
Note—20p.
Available from—German Studies Association, Arizona State University, Tempe, AZ 85287-2201 ($2.50)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Area Studies, *Course Organization, Curriculum Guides, Educational Cooperation, Educational Objectives, Elementary Secondary Education, *German, Graduate Study, Higher Education, International Educational Exchange, Language Teachers, Second Language Programs, Teacher Education, Undergraduate Study
The German Studies Association's guide to German studies curricula addresses the design of curricula for elementary, secondary, and postsecondary institutions in the United States. An introductory section provides background information concerning German area studies in general, and includes a definition and list of the broad educational goals of the discipline. Subsequent sections outline the significance and recommended design of programs in primary and secondary schools, teacher training, undergraduate education, graduate study, research, and foreign education and exchange. A final section discusses cooperation and coordination among related disciplines, within institutions, and at the regional, national, and international levels. A list of members of the association's task force on German studies programs and notes on the background of the guidelines are appended. (MSE)

ED 301 030 FL 017 630
Allen, Patrick And Others
The Development of Bilingual Proficiency. Interim Report on the First Year of Research, Second Year Report, and Appendices.
Ontario Inst. for Studies in Education, Toronto.
Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—Jun 83
Note—621p.; For final report, see ED 291 248.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors—*Bilingualism, *Classroom Techniques, *Curriculum Development, Elementary Secondary Education, English, Foreign Countries, French, *Instructional Effectiveness, *Language Proficiency, Language Skills, *Language Tests, Portuguese, Second Language Instruction, Second Language Learning
Identifiers—Canada, *Ontario (Toronto)
The first two years of a study of the development of bilingual language proficiency are reported in seperate volumes. The core of the work during this period was the development of a model of language proficiency. Other related studies addressed topics such as the relationship between aspects of language proficiency and scoring methodology on proficiency tests; the role of native language transfer in some of the written production data gathered; the relationship between language use patterns, language attitudes, and proficiency in English and Portuguese in Toronto; and ethnographic aspects of a francophone school and a Chinese community. The development and extensive piloting of an observation instrument called COLT (Communicative Orientation of Language Teaching) designed to capture the communicative orientation of a variety of second language classrooms is also described in detail. Further project activities for years 3-5 are outlined. Extensive related materials appended to the first year report include papers on the specifications and use of a factor analysis model; proficiency tests developed by the project; report of a preliminary observation scheme; a questionnaire for 12th grade students of Portuguese background; and 3 conference reports. The separately bound appendices to the second year report include, among other project-related papers, a discussion of issues regarding coding speech data; the COLT observation scheme and teacher questionnaire; tests and questionnaires used in the Portuguese study, and a detailed account of the Chinese community/school study. (MSE)

ED 301 031 FL 017 631
Delgado-Monge, Nereida Carrasquillo, Angela
Oral Communication Apprehension among Business College Students and Its Relationship to English Language Proficiency.
Pub Date—[88]
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Administration Education, College Students, *Communication Apprehension, *English (Second Language), English for Academic Purposes, Higher Education, *Language Proficiency, Oral Language, Spanish Speaking
Identifiers—*Puerto Rico
A study examined whether students of business English in a private university in Puerto Rico experienced oral communication apprehension and how it was related to their proficiency in English. Two tests were administered to 180 students: McCroskey's Personal Report of Communication Apprehension and the Michigan Test of English Language Proficiency. Results indicate no significant correlation between total English proficiency scores and communication apprehension, but some significant correlations between proficiency subtest scores and apprehension ratings. The 24 communication apprehension variables were distributed into four common factors, and cognitive and bodily responses to speech were found to account for most of the language proficiency variance. It is concluded that students' level of communication apprehension does not affect English proficiency; further study of the oral communication apprehension construct is warranted; and anxiety may result from an individual's inability to identify behaviors and responses expected to lead to successful outcomes. (MSE)

ED 301 032 FL 017 632
Villamil, Olga Carrasquillo, Angela
Assessing Writing in the ESL Classroom.
Pub Date—[88]
Note—14p.
Pub Type— Information Analyses (070) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Communication, Classroom Techniques, Communicative Competence (Languages), *English (Second Language), Evaluation Criteria, *Evaluation Methods, *Language Tests, Second Language Learning, Self Evaluation (Individuals), *Writing Evaluation
A discussion of the evaluation of writing in English as a second language looks at conflicting approaches and viewpoints in the literature and suggests strategies for classroom evaluation. Conflicts are found in the literature concerning the importance of writing evaluation, the types of assessment to be used, and procedures for scoring writing samples. It is suggested that teachers should (1) have knowledge about both composition and second language learning; (2) change the focus in writing assessment from measurement to evaluation, i.e., from product to process; (3) know the students and their cognitive and linguistic needs; (4) emphasize communicative competence; (5) create a classroom environment in which students are willing to communicate ideas and accept feedback; (6)

monitor students' writing appropriately, using methods that allow for individual development but provide adequate feedback; and (7) help students to monitor their own work. Twenty-four references are listed. (MSE)

ED 301 033 FL 017 636
Trujillo, Lorenzo A. And Others
Latin Curriculum, Junior and Senior High School.
Jefferson County Public Schools, Golden, CO. Dept. of Second Language Education.
Pub Date—87
Note—318p.
Available from—Jefferson County Public Schools, 1829 Denver West Drive, Bldg. 27, Golden, CO 80401.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Classroom Techniques, *Course Content, Course Descriptions, Cultural Activities, Curriculum Guides, Educational Games, *Educational Objectives, Educational Philosophy, *Language Skills, Language Tests, *Latin, Profiles, Secondary Education, Second Language Instruction, Teaching Methods
Identifiers—*Jefferson County School District CO
The curriculum guide for Latin outlines the general and specific objectives and content of the courses to be offered in the Jefferson County (Colorado) public junior and senior high schools. An introductory section describes the district's comprehensive and second language education goals and philosophy, summarizes the findings of the President's Commission on Foreign Languages and International Studies, discusses psychological and neurological studies, and reports Scholastic Aptitude Test scores concerning second language education. The first section also provides a mission statement, outlines the targeted language and cultural skills, and recommends general instructional strategies. Subsequent sections contain the objectives and behavioral expectations or goals for each course, tests and keys, a verb table, games, activities, teaching strategies for specific areas of linguistic content, and unit reviews and practice guides for some courses. (MSE)

ED 301 034 FL 017 637
Trujillo, Lorenzo A. And Others
Spanish Curriculum, Junior and Senior High School.
Jefferson County Public Schools, Golden, CO. Dept. of Second Language Education.
Pub Date—87
Note—312p.
Available from—Jefferson County Public Schools, 1829 Denver West Drive, Bldg. 27, Golden, CO 80401.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Classroom Techniques, *Course Content, Course Descriptions, Cultural Activities, Curriculum Guides, Educational Games, *Educational Objectives, Educational Philosophy, Grammar, *Language Skills, Profiles, Secondary Education, Second Language Instruction, *Spanish, Teaching Methods, Vocabulary
Identifiers—*Jefferson County School District CO, Recipes (Food)
The curriculum guide for Spanish outlines the general and specific objectives and content of the courses to be offered in the Jefferson County (Colorado) public junior and senior high schools. An introductory section describes the district's comprehensive and second language education goals and philosophy, summarizes the findings of the President's Commission on Foreign Languages and International Studies, discusses psychological and neurological studies, and reports Scholastic Aptitude Test scores concerning second language education. The first section provides a mission statement, outlines the targeted language and cultural skills, and recommends general instructional strategies. Subsequent sections contain outlines of each course (including objectives, vocabulary, situations, situational and structural goals, and instructional strategies for specific areas of linguistic content), notes on language testing, vocabulary, verb tables, games, and recipes. (MSE)

ED 301 035 FL 017 638
Trujillo, Lorenzo A. And Others
French Curriculum, Junior and Senior High School.
Jefferson County Public Schools, Golden, CO. Dept. of Second Language Education.
Pub Date—87
Note—147p.
Available from—Jefferson County Public Schools, 1829 Denver West Drive, Bldg. 27, Golden, CO 80401.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Classroom Techniques, *Course Content, Course Descriptions, Cultural Activities, Curriculum Guides, Educational Games, *Educational Objectives, Educational Philosophy, *French, Grammar, *Language Skills, Profiles, Secondary Education, Second Language Instruction, Teaching Methods, Vocabulary
Identifiers—*Jefferson County School District CO, Non European Francophone Areas, Recipes (Food)
The curriculum guide for French outlines the general and specific objectives and content of the courses to be offered in the Jefferson County (Colorado) public junior and senior high schools. An introductory section describes the district's comprehensive and second language education goals and philosophy, summarizes findings of the President's Commission on Foreign Languages and International Studies, discusses psychological and neurological studies, and reports Scholastic Aptitude Test scores concerning second language education. The first section provides a mission statement, outlines the targeted language and cultural skills, and recommends general instructional strategies. Subsequent sections contain course descriptions (including objectives, vocabulary categories, conversational and structural goals, and supplemental activities), notes on testing, vocabulary lists for specific areas of linguistic content, sample conversations, class activities and exercises, recipes, and descriptive information about francophone countries around the world. (MSE)

ED 301 036 FL 017 639
Trujillo, Lorenzo A. And Others
German Curriculum, Junior and Senior High School.
Jefferson County Public Schools, Golden, CO. Dept. of Second Language Education.
Pub Date—87
Note—216p.
Available from—Jefferson County Public Schools, 1829 Denver West Drive, Bldg. 27, Golden, CO 80401.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Classroom Techniques, *Course Content, Course Descriptions, Cultural Activities, Curriculum Guides, Educational Games, *Educational Objectives, Educational Philosophy, *German, Grammar, *Language Skills, Language Tests, Secondary Education, Second Language Instruction, Teaching Methods, Textbook Content, Vocabulary Development, Word Frequency, Word Lists
Identifiers—*Jefferson County School District CO
The curriculum guide for German outlines the general and specific objectives and content of the courses to be offered in the Jefferson County (Colorado) public junior and senior high schools. An introductory section describes the district's comprehensive and second language education goals and philosophy, summarizes findings of the President's Commission on Foreign Languages and International Studies, discusses psychological and neurological studies, and reports Scholastic Aptitude Test scores concerning second language education. The first section also provides a mission statement, outlines the targeted language and cultural skills, and recommends general instructional strategies. Subsequent sections contain descriptions of each course (including a statement of purpose, objectives, situational goals, related vocabulary, linguistic structures, and a list of suggested verbs), supplemental readings, notes on testing, class activities, and games. Appended materials include a list of classroom expressions, notes on grammatical structures, word frequency lists for specific texts, a comparison of themes in three texts, and a list of supplemental texts. (MSE)

ED 301 037 FL 017 640
Trujillo, Lorenzo A. And Others
Russian Curriculum, Junior and Senior High School.
Jefferson County Public Schools, Golden, CO. Dept. of Second Language Education.
Pub Date—87
Note—292p.; Some pages may not reproduce clearly due to marginal legibility of vocabulary lists.
Available from—Jefferson County Public Schools, 1829 Denver West Drive, Bldg. 27, Golden, CO 80401.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Classroom Techniques, *Course Content, Course Descriptions, Cultural Activities, Curriculum Guides, *Educational Objectives, Educational Philosophy, Grammar, *Language Skills, Language Tests, *Russian, Secondary Education, Second Language Instruction, Teaching Methods, Vocabulary Development, Word Lists
Identifiers—*Jefferson County School District CO
The curriculum guide for Russian outlines the general and specific objectives and content of the courses to be offered in the Jefferson County (Colorado) public junior and senior high schools. An introductory section describes the district's comprehensive and second language education goals and philosophy, summarizes findings of the President's Commission on Foreign Languages and International Studies, discusses psychological and neurological studies, and reports Scholastic Aptitude Test scores concerning second language education. The first section provides a mission statement, outlines the targeted language and cultural skills, and recommends general instructional strategies. Subsequent sections contain descriptions of each course (including structural goals, classroom phrases, vocabulary, suggested situations for use in instruction, and grammatical content when appropriate), notes on testing, class activities and exercises, recipes and food information, a sample student project contract, and extensive notes on grammatical constructions. (MSE)

ED 301 038 FL 017 644
Linde, Charlotte
Who's in Charge Here? Cooperative Work and Authority Negotiation in Police Helicopter Missions.
Pub Date—88
Note—15p.; Paper presented at the Annual ACM Conference on Computer Supported Collaborative Work (2nd, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aircraft Pilots, Cooperation, Discourse Analysis, *Interpersonal Communication, *Police, *Power Structure, *Stress Variables, *Work Environment
Identifiers—Helicopters, Politeness, Requests
A study of collaboration and the ongoing negotiation of authority in police helicopter work focused on inflight communication in one helicopter during two weeks of operation. Data were drawn from audio and video recordings of internal and external communications obtained inflight and from observation and physiological indicators of stress and workload. The factors observed included the official relationship of the crew members, the physical organization of the task and setting, the organization of information available to the subjects, the social organization of the work setting, and the collaborative nature of the work. Language use aspects examined included evidence of crew hierarchy, teasing, rates of initiation of non-operationally relevant new topics by each crew member, mitigation levels, and requests for information. Analysis of the data suggested that while there was evidence of the social hierarchy in the helicopter, the language of the speakers was not entirely predictable by their positions in that hierarchy, but reflected momentary changes in their relation to each other, dictated by changes in the task situation. Implications for other collaborative work settings were found in these results, and further research on authority negotiation in collaborative work settings was recommended. (MSE)

ED 301 039 FL 017 645
Bull, Tove
Words and Gender.
Pub Date—Mar 87
Note—11p.; Paper presented at the Annual Meet-

ing of the International Association of Applied Linguistics (Sydney, New South Wales, Australia, August 16-21, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Childhood Attitudes, Early Childhood Education, Foreign Countries, *Grammar, Pronouns, *Sex Stereotypes, Word Recognition, Young Children
Identifiers—*Gender (Language), *Norway
A study examined Norwegian preschool children's associations of gender with specific words. Children (92 girls, 77 boys) were provided with stimulus words and directed toward the use of a pronoun, either "he" or "she," in relation to each stimulus word. Stimulus words were categorized as easy (familiar) words, expressions about ways of talking, school-related words or expressions, expressions of power or dominance, and words in common use. Responses were categorized as gender-neutral (even distribution of "he" and "she" responses and 25% "both" or "don't know" responses) or statistically significant. The results indicated that both boys and girls tended to assign positive qualities to their own sex and negative qualities to the opposite sex. This tendency was more marked among girls. Sex stereotypes appeared most marked among the oldest children. School-related words did not show significant age differences in gender association. The list of stimulus words and expressions presented to the children is appended. (MSE)

ED 301 040 FL 017 649
MacIntyre, P. D. Gardner, R. C.
The Measurement of Anxiety and Applications to Second Language Learning: An Annotated Bibliography. Research Bulletin No. 672.
University of Western Ontario, London. Dept. of Psychology.
Spons Agency—Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
Pub Date—Aug 88
Grant—410-85-0190
Note—39p.
Pub Type— Reference Materials - Bibliographies (131) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, *Anxiety, *Attitudes, English (Second Language), *Language Proficiency, *Measurement Techniques, Rating Scales, *Second Language Learning, Second Languages, Self Esteem
Presented is a bibliography on anxiety and second language learning consisting of three sections. The first contains 34 annotated citations of articles and research reports on anxiety and second language learning and proficiency. The second lists and outlines 29 scales or other measures of anxiety, some of which specifically relate to language. In this section, the citations present the basic content of the instruments. The third section contains 16 citations of articles or manuals on measuring anxiety. Some citations are annotated. (MSE)

ED 301 041 FL 017 651
Lipton, Gladys, Ed.
So You Want To Have a FLES Program! National AATF FLES Commission Report.
American Association of Teachers of French.
Pub Date—Jul 88
Note—97p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Articulation (Education), Curriculum Research, *Educational Objectives, Educational Technology, Elementary Education, *FLES, *Immersion Programs, Instructional Materials, Language Skills, Language Teachers, Program Design, *Program Development, *Second Language Programs, Skill Development, Teacher Evaluation, Teacher Selection
Identifiers—American Association of Teachers of French
A guide to the planning and implementation of elementary school foreign language (FLES) programs presents statements of opinion and experience in various aspects of program development by a number of experts. An introductory section outlines basic program planning considerations, and a second chapter describes the work of the American Association of Teachers of French (AATF) National FLES Commission. Subsequent chapters address the special planning needs of FLES, immersion, and FLES/FLEX(Foreign Language Experience)/immersion program designs. The chapter on FLES programs contains discussions of objectives, program planning, FLES skills and their development, teacher training and selection, materials, and program evaluation. The section on immersion programs looks at objectives, program planning issues, and relevant research. The discussion of FLES/FLEX/immersion programs presents cautions for each program type, notes on the uses of instructional technology, supervision and coordination, accountability and evaluation, and the National FLES Commission's standards and competencies for effective elementary school foreign language teachers. A bibliography of 14 items is included. (MSE)

ED 301 042 FL 017 654
Radnofsky, Mary L.
The Mental Warm-Up: An Activity To Promote Quality Learning.
Pub Date—12 Mar 88
Note—14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988). Some pages contain small, light type.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, *Classroom Techniques, *Cognitive Processes, *English (Second Language), Higher Education, Secondary Education, Second Language Instruction, *Vocabulary Development
A technique for "warming up" a class in English as a second language involves writing a non-threatening, noncontroversial but thought-provoking word related to the day's general topic on the board and giving students time to write down as many related words as they can think of. Students are asked to volunteer their words, one at a time, to be written on the board. The words can then be categorized or used in sentences as a completion of the exercise. The benefits of this kind of exercise are that it prepares the students to go to work, alerts them to the day's topic, develops high-level cognitive skills such as analysis and synthesis, improves vocabulary and usage, allows student ideas to be supported, gives the students a degree of responsibility for their learning, and allows them to assimilate a linguistic and cultural pattern of the English-speaking world. Follow-up activities such as poetry, debates, and mystery story writing can enhance the usefulness of the exercise. Some words have been found to be consistently useful in getting good student response. (MSE)

ED 301 043 FL 017 657
Peretz, Arna S.
An Interactional, Learner-Centered Reading Course.
Pub Date—Apr 88
Note—28p.; Paper presented the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Advanced Courses, Classroom Techniques, Course Descriptions, *English (Second Language), *English for Science and Technology, Foreign Countries, Higher Education, *Reading Instruction, Second Language Instruction, *Student Motivation, Student Projects, Teacher Role, *Teacher Student Relationship, Teaching Methods
Two common problems with advanced reading courses in English as a second language (ESL) for students of science and technology are the lack of authenticity in the reading tasks and the fact that the choice of reading material is often limited by what the language teacher can understand. These two constraints often diminish student motivation. An interactional, learner-centered reading comprehension course has been developed for advanced ESL students of science and technology. In this course, student interest and knowledge of a specific content area are used to create both the motivation to read and an authentic task to complete: the preparation and presentation of an oral report. The success of this approach depends on the teacher's willingness to (1) adopt a non-authoritarian attitude and genuinely respect the student's interests, preferences, and specialized knowledge; (2) invest time and effort beyond that required by conventional teaching; (3) acknowledge ignorance of certain subjects and enjoy learning from students; and (4) work out and adhere to a detailed schedule of student conferences and presentations in advance. (MSE)

ED 301 044 FL 017 666
Educating Iowa's Limited English Proficient Students.
Iowa State Dept. of Education, Des Moines. Bureau of Compensatory and Equity Education.
Pub Date—88
Note—35p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bilingual Education Programs, Court Litigation, Elementary Secondary Education, English (Second Language), Equal Education, Language Proficiency, *Language Tests, *Limited English Speaking, Needs Assessment, *Program Design, Program Implementation, *Public Policy, Reading Tests, *Screening Tests, Second Language Programs, State Legislation, Statewide Planning
Identifiers—Content Area Teaching, *Iowa
Iowa's guide to developing and implementing programs for the state's limited-English-proficient (LEP) school population addresses issues in developing policies, identifying student needs, and planning educational programs. The first chapter discusses the legal and educational rationale for providing equal education to the LEP population, outlining relevant federal court litigation and Iowa's mandate and standards. The second chapter lists school district planning tasks (including policy considerations, parent and community involvement, establishment of entry, exit, and other criteria, program design, student placement and progress) and sources of program funding (local, state, and federal). The third chapter discusses student assessment procedures and instruments, and includes some sample forms and criteria of language proficiency. Chapter four outlines the characteristics, goals, and instructional strategies associated with two general program models, English as a second language (ESL) and bilingual instruction (ESL with first-language assistance). Proportions of instructional time devoted to language and content areas in transitional and language-maintenance programs are also charted. A chart of assessment instruments for oral language proficiency and reading skills and a list of state and national organizational resources for program development are appended. (MSE)

ED 301 045 FL 017 670
Sorscher, Marvin And Others
I Can Learn Hebrew.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date—86
Note—346p.
Available from—New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston Street, Room 613, Brooklyn, NY 11201 ($8.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Class Activities, Conversational Language Courses, Dialogs (Language), Elementary Secondary Education, *Grammar, *Hebrew, Instructional Materials, Second Language Instruction, *Vocabulary Development
The guide to Hebrew language learning is a set of lessons and activities with a functional, conversational approach. It contains 16 units presenting language patterns and expressions typical of everyday Hebrew usage, with exercises and opportunities for simulation of familiar situations, role-playing, and dramatization. Each unit contains a dialogue or dialogues, written or oral exercises, and readings, lists of new expressions, games, songs, or other class or individual activities. Unit topics include greetings, self-description, description of others, a story, numbers, colors, the family, the days of the week, the seasons and weather, months of the year, expressions of time, the present tense, negatives and interrogatives, construct state and plural of nouns, prepositions, and imperatives and infinitives. An appendix provides suggestions for testing. (MSE)

ED 301 046 FL 017 671
Hullen, Werner
Translating English Compound Verbs into German. An Investigation Based on Alex Haley's "Roots/Wurzeln."

Pub Date—Aug 87
Note—20p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Contrastive Linguistics, *English, *German, Language Patterns, *Language Typology, *Translation, United States Literature, *Verbs
Identifiers—*Compound Words, *Roots (Haley)
Compound verbs such as "stage-manage" and "curry-comb," taken from Alex Haley's novel "Roots," are compared to their equivalents in the German version of the book. In most cases, one of three strategies is used for translation: (1) using a non-compound semantic equivalent, (2) constructing an expression that coincides with the syntagma underlying the compound, or (3) constructing a characteristic phrase. A typological difference between the two languages that accounts for these strategies is sketched. (Author/MSE)

ED 301 047 FL 017 672
Chan-Ocha, Narapon Nimmannit, Suchada
Non-Formal Class-Based Staff Development: A Pilot Project in Thailand.
Pub Date—Apr 88
Note—11p.; Paper presented at the Conference of the International Association of Teachers of English as a Foreign Language and Teachers of English to Speakers of Other Languages (22nd, Edinburgh, Scotland, April 11-14, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *English (Second Language), *Faculty Development, *In-service Teacher Education, Instructional Improvement, *Language Teachers, Program Descriptions, Second Language Instruction, *Teaching Styles, Videotape Recordings
Identifiers—*Chulalongkorn University (Thailand)
Thailand's Chulalongkorn University Language Institute has established two series of in-service education courses for teachers of English as a second language. The courses were designed to respond to the teachers' expressed interest in the preparation of materials and improvement of specific teaching techniques, and to be based on activities in the teachers' own classrooms. The two series addressed general teaching methodology and specific classroom techniques separately. Reluctance to have classes observed and the importance of seniority in the Thai culture were sociocultural factors to be considered in designing the courses. The courses were structured to promote small-group teacher interaction and cooperation in an informal atmosphere. Participants took turns having their classes videotaped. The teacher and trainers edited the tape together and prepared a class discussion to be led by the teacher. Participants found the program beneficial, and felt it improved their confidence and preparation for evaluation. The videotapes have been made available as resources to other teachers. A model for the development of other in-service programs has been created from the experience in these courses. (MSE)

ED 301 048 FL 017 673
Read, John
Towards a Deeper Assessment of Vocabulary Knowledge.
Pub Date—Aug 87
Note—23p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistic (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Foreign Countries, Higher Education, *Interviews, *Language Tests, *Learning Processes, Second Language Learning, *Test Construction, Vocabulary Development, *Vocabulary Skills, Word Frequency
Identifiers—*New Zealand
While interest in second language vocabulary knowledge has increased, vocabulary testing remains largely confined to the quantitative measurement of discrete items. More qualitative measures are needed to assess how well particular words are known. Research has characterized word knowledge in two ways: as a set of components or aspects, and as an ordered series of levels or stages. In an effort to find measures reflecting the quality or depth of vocabulary knowledge, an interview procedure is being developed for use with second language learners arriving in New Zealand for academic study. Thirty nouns and 30 verbs of low frequency were selected from a list of non-technical academic vocabulary. In pilot testing, these words were presented as a checklist, with the respondents noting that they knew, did not know, or were unsure of the words. Interviewers elicited information about the respondent's ability to pronounce the word, explain its meaning, identify the relevant field of study to which it belongs, name other words associated with it, and give other forms of it. Analysis of the responses raised questions about the type of definition given, presentation of the words, examiner response to examinees' confusion, and methods of prompting additional meanings. Further test development is under way. (MSE)

ED 301 049 FL 017 674
Thrush, Emily A.
The Computer and Language Learning: Productivity Tools in the Classroom.
Pub Date—Mar 88
Note—27p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Activities, *Computer Assisted Instruction, *Courseware, Elementary Secondary Education, *English (Second Language), *Media Selection, Second Language Instruction
Early programs for computer-assisted language learning were limited in size and power by the capabilities of the first generation of microcomputers. As these capabilities have increased, it has become possible for language teachers to take advantage of tools originally intended for use in the business world, such as word processors, spreadsheets, databases, text analyzers, and telecommunications. The advantages of these packages over small, discrete drill and practice or game programs include unlimited flexibility of content, greater student involvement with the content material, and higher degree of relevance to students' life goals. With the application of several principles of good language teaching, as revealed in research, productivity tools such as these can be used in class activities at all grade levels and for all degrees of language skill. (Author/MSE)

ED 301 050 FL 017 675
Bell, Frank E.
Teaching Idioms to Intermediate Students.
Pub Date—Apr 88
Note—17p.; Summary of a paper presented at the Conference of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Techniques, *Educational Strategies, Elementary Secondary Education, *English (Second Language), *Idioms, Second Language Instruction
The foreign language learner's interest in acquiring a wide range of idiomatic expressions is almost universal. However, it should be satisfied not by encouraging the "collection" of idioms, but in a more organic way, by demonstrating how these expressions arise out of differing human activities or elements in the environment. Lessons should begin with a presentation and general discussion about the part the activity plays in life. The fact that this may vary considerably from country to country can be of special interest. How the different elements in the activity have been transferred into idiom can then be explored. The aim should be to stimulate in the student an alertness to expressions, a gradual growth in familiarity with them, and finally a cautious use. (MSE)

ED 301 051 FL 017 677
DeCosta, Elena M.
Integrative Motivation and the Development of Linguistic Proficiency in Second Language Education: A Dual Learning Concept.
Pub Date—Aug 87
Note—19p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Communicative Competence (Languages), Higher Education, Language Processing, *Learning Motivation, Second Language Learning
The focus on communicative competence in foreign language teaching has taken little account of the process by which students learn to communicate effectively. Affective and cognitive concerns must be considered in the implementation of behavioral objectives in addition to recognition and respect of the target culture's values and behaviors if constructive learning is to be fostered. In such an environment, the learner takes control of his own learning after an initial period of high-degree teacher initiative. Current research indicates that differences in language aptitude result in differences in the extent to which students can acquire second language skills dependent upon active instruction, whereas motivational differences influence the extent to which the student acquires skills to be used in communicational situations. This "integrative" motive to acquire a second language for purposes of interacting with the foreign language community requires a particular combination of attitudinal-motivational components to facilitate linguistic exchange, in which the focus is on linguistic production. (Author/DJD)

ED 301 052 FL 017 680
Keenan, Susan K. Bowers, Leslie G.
Integrating Theory and Practice: A Process Writing Approach for Secondary Deaf Students.
Pub Date—Mar 88
Note—20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Deafness, Educational Strategies, *English (Second Language), High Schools, *Limited English Speaking, Second Language Learning, *Student Centered Curriculum, Theory Practice Relationship, *Writing Instruction, *Writing Processes
Process writing, a student-centered approach to literacy, can be implemented to meet the academic needs of second language learners at the high school level. A discussion of this approach begins with a description of the profoundly hearing impaired as limited-English-proficient (LEP) students, and then examines the interrelationship of three theoretical perspectives: the Language Proficiency Model, the Process Writing Approach, and the Cognitive Academic Language Learning Approach (CALLA). It shows how the components of Process Writing can be used as a vehicle for the implementation of CALLA. An integrated lesson plan model designed for secondary LEP students is provided. (MSE)

ED 301 053 FL 017 681
Hori, Motoko
Language Forms Reflecting Social Hierarchy and Psychological Attitude.
Pub Date—Aug 87
Note—16p.; Paper presented at the Annual Meeting of the International Conference of Applied Linguistics (8th, Sydney, New South Wales, Australia, August 16-21, 1987).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Discourse Analysis, Foreign Countries, *Japanese, Language Research, *Pragmatics, Social Stratification, *Sociocultural Patterns, Sociolinguistics, Standard Spoken Usage, Surveys, Syntax, Uncommonly Taught Languages, *Verbs
A study examined how Japanese language use reflects the hierarchical and compartmentalized society and the psychological attitudes of the speaker through analysis of the verb forms used. Data were drawn from a survey of 500 individuals concerning the choice of verb form in different social situations, and from transcriptions of a housewife's conversations. Analysis of the data indicates that individuals choose verb forms in Japanese according to whom is being addressed, suggesting that the Japanese language has structured the social system in the verb

form. This shows one aspect of a language in which syntax is directly related to pragmatic conditions. (MSE)

ED 301 054 FL 017 682
Hilton-Jones, Ursula
Project-Based Learning for Foreign Students in an English-Speaking Environment.
Pub Date—Apr 88
Note—17p.; Paper presented the Annual Meeting of the International Association of Teachers of English as a Foreign Language (22nd, Edinburgh, Scotland, April 11-14, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Descriptions, *English (Second Language), Foreign Countries, *Foreign Students, *Immersion Programs, *Language Fluency, Language Proficiency, Secondary Education, *Student Educational Objectives, *Student Projects, Study Abroad, Teaching Methods
Identifiers—*England
A new approach taken to teach English to visiting West German teenagers in an immersion course in England emphasizes language use for fluency. Although the syllabus is designed to provide practice in all four language skills, it focuses on integrating the four skills, increasing productive skills, sensitizing the students to the value of paired and group work, encouraging increased independence and individualized learning, motivating students by involvement with the culture, and providing meaningful tasks and individual choice. Students complete a project for each week of attendance in the course, and all projects relate to a local shopping center and to weekly instructional modules. Each student takes home photocopies of all of the projects completed by his class for future reference. The approach has been successful in addressing the needs of groups with mixed abilities, making students aware of their language learning needs, and promoting student independence. It is also found to be unusual in that it sometimes subordinates traditional linguistic objectives to cultural, content, cognitive, and social learning objectives. The approach requires considerable effort and flexibility on the teacher's part, and is also fatiguing for students. (MSE)

ED 301 055 FL 017 705
Kennedy, James H.
Las Manas de Tio Conejo (Uncle Conejo's Tricks).
Pub Date—Aug 88
Note—14p.
Language—Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*African Culture, *Cultural Education, Elementary Secondary Education, Folk Culture, Instructional Materials, *Latin American Culture, Second Language Instruction, *Spanish, Vocabulary Development
A lesson is presented that is designed to assist intermediate and advanced students of Spanish in both language proficiency and cultural understanding. Entirely in Spanish, the lesson focuses on the character of Tio Conejo, a well-known figure in Latin American folklore, offering insight into the significant contribution made to Hispanic civilization by people of African-American descent. The lesson consists of a story with footnotes, vocabulary and expression lists, and a series of exercises to check comprehension and develop vocabulary. A brief bibliography is also included for students interested in other tales of the misadventures of Tio Conejo or other aspects of the Latin American oral tradition. (MSE)

ED 301 056 FL 017 707
Francais de base. Programme d'etude de neuf ans: 4e, 5e et 6e annees (Core French. Nine-Year Study Program: 4th, 5th and 6th Grades).
Manitoba Dept. of Education, Winnipeg. Bureau of French Education.
Report No.—ISBN-0-7711-0196-1
Pub Date—87
Note—341p.; For related documents, see FL 017 708-710.
Language—French
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Admission Criteria, Classroom Techniques, *Course Content, Cultural Education, Educational Objectives, Foreign Countries, *French, Grade 4, Grade 5, Grade 6, *Instructional Materials, Intermediate Grades, Lesson Plans, Second Language Instruction, *Second Language Programs, State Curriculum Guides
Identifiers—Canada, Manitoba Department of Education
The official curriculum for the first three years (fourth, fifth, and sixth grades) of the Manitoba Department of Education's nine-year core French language program is presented. The guide, intended for teachers, outlines the program's admission criteria, original and revision curriculum committee membership, recommended instructional materials, general program objectives, specific objectives for the fourth, fifth, and sixth grades, suggested instructional strategies, specific linguistic structures to be taught, course organization, content themes (with vocabulary, exercises, visual aids, and other materials), suggestions for including cultural content, a sample core French lesson plan, and a list of additional instructional resources. (MSE)

ED 301 057 FL 017 708
Francais de base. Programme d'etude de 9 ans: 7e, 8e et 9e annees (Core French. Nine-Year French Program: 7th, 8th and 9th Grades).
Manitoba Dept. of Education, Winnipeg. Bureau of French Education.
Report No.—ISBN-0-7711-0676-9
Pub Date—87
Note—282p.; For related documents, see FL 017 707 and FL 017 709-710. Resource section is printed on colored paper.
Language—French
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Classroom Techniques, *Course Content, Cultural Education, Curriculum Development, Educational Objectives, Educational Philosophy, Foreign Countries, *French, Grade 7, Grade 8, Grade 9, *Instructional Materials, Junior High Schools, Reading Instruction, Second Language Instruction, *Second Language Programs, State Curriculum Guides, Student Evaluation, Textbook Evaluation, Verbs
Identifiers—Canada, Manitoba Department of Education
The official curriculum for the second three years (seventh, eighth, and ninth grades) of the Manitoba Department of Education's nine-year core French language program is presented. The guide, intended for teachers, outlines the program's curriculum committee membership, program requirements, philosophy, objectives, content, recommended instructional materials, cultural emphases and rationale, reading, evaluations of reading texts, course organization, issues for teacher consideration concerning objectives and student language development, strategies for teaching verbs, and student evaluation information and materials for each year. Appended materials include the objectives, structures, and recommended materials for the program's first three years (grades 4-6), objectives for the last three years (grades 10-12), and a 32-page list of additional resources. (MSE)

ED 301 058 FL 017 709
Francais de base. Programme de 9 ans, materiel didactique: 4e, 5e et 6e annees (Core French. Nine-Year Study Program, Instructional Materials: 4th, 5th and 6th Grades).
Manitoba Dept. of Education, Winnipeg. Bureau of French Education.
Report No.—0-7711-0247-X
Pub Date—87
Note—349p.; For related documents, see FL 017 707-708 and FL 017 710.
Language—French
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Class Activities, Classroom Techniques, *Course Content, Cultural Activities, Educational Games, Foreign Countries, *French, *Geography Instruction, Grade 4, Grade 5, Grade 6, *Holidays, Instructional Materials, Intermediate Grades, *Meteorology, Science Instruction, Second Language Programs, *Songs, State Curriculum Guides
Identifiers—Canada, *Manitoba, Manitoba Department of Education
Official instructional materials for the first three years (grades 4-6) of the Manitoba Department of Education's core French language program consist of units in geography, weather and calendars, holidays, and music designed for each of the three instructional levels. The units on geography focus on Manitoba and Canada. Units on the calendar and weather address aspects of meteorology, weather charting, and seasons. Units on holidays contain materials on Christmas, the Feast of Saint Catherine, and a day celebrating the Canadian trappers. A unit on music designed for all three levels contains the lyrics to French and Canadian songs, most related to specific events or holidays. Exercises and visual aids are included in most units. (MSE)

ED 301 059 FL 017 710
Francais de base. Programme de 9 ans, materiel didactique: 7e, 8e et 9e annees (Core French. Nine-Year Study Program, Instructional Materials: 7th, 8th and 9th Grades).
Manitoba Dept. of Education, Winnipeg. Bureau of French Education.
Report No.—ISBN-0-7711-0678-5
Pub Date—87
Note—406p.; For related documents, see FL 017 707-709.
Language—French
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Athletics, *Class Activities, Classroom Techniques, Communication (Thought Transfer), *Course Content, Drama, *Educational Games, Films, Food, Foreign Countries, *French, Grade 7, Grade 8, Grade 9, Instructional Materials, Junior High Schools, Language Skills, *Mass Media, Numbers, Radio, *Science Instruction, Second Language Programs, State Curriculum Guides, Student Evaluation, Telephone Communications Systems, Television
Identifiers—Canada, Manitoba, Manitoba Department of Education
Official instructional materials for the second three years (grades 7-9) of the Manitoba Department of Education's core French language program are presented. These materials, intended for teachers, consist of units of instruction for each year, which contain notes for the teacher, suggestions for class activities, materials for student use, and exercises and games for classroom use. Seventh grade content includes a revision unit on listening and speech skills, a unit on reading and writing skills, units on science (geography and the solar system) and numbers, and notes on evaluation. Eighth grade content includes units on food and sports and notes on evaluation. Ninth grade content consists of a lengthy unit on communication, including general material and material on television, telephone, radio, and theater and film. (MSE)

ED 301 060 FL 017 711
Deutsch 100, 200, 300.
Manitoba Dept. of Education, Winnipeg.
Pub Date—85
Note—47p.; For "Deutsch 7-9," see FL 017 712.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Course Content, *Curriculum Design, *Educational Objectives, Elementary Secondary Education, Foreign Countries, *German, Grammar, *Instructional Materials, *Second Language Programs, State Curriculum Guides, Teaching Guides, Textbook Evaluation
Identifiers—Canada, Manitoba
Manitoba's curriculum guide for German 100, 200, and 300 is designed to (1) make teachers of these courses aware of the official policy concerning the nature, goals, and objectives of the courses and approved teaching materials, and (2) provide instructional guidelines. The guide provides information about three sets of teaching materials from which teachers can make selections appropriate to their students' needs and abilities. These include: "Deutsch 2000 Band 1 and Band 2"; "Grundkurs Deutsch" and "Aufbaukurs Deutsch"; and "Vorwarts International K3A, K3B, K4A, and K4B." Introductory information includes a statement of philosophy, an outline of program goals and objectives, a program overview, notes on student evaluation and special student needs, and suggestions for instructional time allotment. The approved texts are listed and described. Lists of teacher's reference materials and supplementary materials are also supplied. The final section outlines the grammatical concepts approved for instruction at the junior and senior high school levels. (MSE)

ED 301 061 FL 017 712
Deutsch 7-9.
Manitoba Dept. of Education, Winnipeg.
Pub Date—85
Note—54p.; For "Deutsch 100, 200, 300," see FL

017711.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Course Content, Cultural Education, *Curriculum Design, *Educational Objectives, Foreign Countries, *German, Grade 7, Grade 8, Grade 9, Grammar, *Instructional Materials, Junior High Schools, Language Skills, Lesson Plans, *Second Language Programs, State Curriculum Guides, Textbook Evaluation
Identifiers—Canada, Manitoba
The Manitoba Department of Education's curriculum guide to German instruction in grades 7 through 9 presents the approved curriculum, makes recommendations for its implementation, and provides information about sets of teaching materials from which teachers can make appropriate selections. The guide outlines the rationale for the curricular and instructional approach, the program's general goals, specific language skill aims and objectives, a program overview, suggestions for student evaluation, suggested time allotments, approved texts and their content, related instructional and teacher's materials, and the grammatical concepts to be taught in junior high German. A more extensive analysis of grammatical content of each of the recommended texts is also charted. (MSE)

ED 301 062 FL 017 713
Laihiala-Kankainen, Sirkka
Intensive Methods of Language Teaching. Reports from the Language Centre for Finnish Universities No. 33.
Jyvaskyla Univ. (Finland).
Report No.—ISBN-951-679-856-X
Pub Date—88
Note—166p.
Pub Type— Information Analyses (070) — Reports - Evaluative (142) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Experimental Programs, Foreign Countries, Higher Education, *Instructional Effectiveness, *Intensive Language Courses, International Cooperation, Language Research, *Learning Theories, Russian, Second Language Instruction, *Suggestopedia, *Teaching Methods
Identifiers—*USSR
This publication discusses the use of intensive teaching methods for language instruction, also known as suggestopedia ("suggestopaedy"). The theory of suggestopedia, various methods developed from the theory, and their applications are described. A description of Lozanov's suggestopedic method precedes a discussion about the various directions intensive teaching based on suggestopedia has taken in different countries. A more detailed discussion of recent developments in intensive teaching in the Soviet Union follows and includes: the psychological theory of activity, the speech activity theory, the theory of the psychology of the collective, and the principles of pedagogical communication. Finally, the psychological and methodological principles and the instructional process of the activation method are considered. A seven-page bibliography is supplied. The appendixes provide guidance in setting up an intensive course in Russian, as well as a sample unit: "Let's Get Acquainted!"–Language Centre Materials No. 39. (MSE)

ED 301 063 FL 017 714
Herrera, Jan And Others
A Collaborative Partnership To Improve Foreign Language Teaching in Middle and Secondary Schools through Innovative Recruiting and Training, 1987-88. Final Report.
Colorado State Dept. of Education, Denver.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Nov 88
Note—88p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—French, Institutional Cooperation, Instructional Innovation, Internship Programs, *Language Teachers, Secondary Education, *Secondary School Curriculum, *Second Language Instruction, Spanish, State Standards, *Teacher Certification, *Teacher Education
Identifiers—*Colorado
Nineteen individuals with outstanding potential as teachers participated in an innovative alternative certification program in Colorado. The project united school districts, a major teacher training institution, and a state education agency in an intensive collaboration to develop new methods of teacher certification while maintaining traditional standards. State-of-the-art training was combined with an intensive internship experience, interaction with a network of professional educators, and access to extensive resources. The program resulted in certification of one Spanish/French, six French, and seven Spanish teachers, and retraining of five teachers. The success of the program is measured by the number of students who will be positively influenced by the quality of instruction provided by the teachers trained and certified in this program and in subsequent programs modeled on it. Fourteen tables are provided. Appendixes include publicity materials, application forms, evaluation instruments, and a three-page resource center inventory listing printed and audiovisual materials. (MSE)

ED 301 064 FL 017 715
"Pour nos petits Manitobains," Exposure Package for Grades K-1 Conversational French Program.
Manitoba Dept. of Education, Winnipeg. Bureau of French Education.
Report No.—0-7711-0672-6
Pub Date—87
Note—379p.; Revised edition. For related document, see FL 017 716.
Language—English; French
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Classroom Techniques, *Conversational Language Courses, *Course Content, Cultural Awareness, Curriculum Guides, Educational Objectives, *FLES, Foreign Countries, *French, Grade 1, Kindergarten, Primary Education, *Second Language Programs, Teaching Methods, Vocabulary Development
Identifiers—Canada, Manitoba
This guide outlines the Manitoba Department of Education's conversational French-as-a-second-language curriculum for kindergarten and first grade. The program is designed to introduce young children to the French language and culture through the learning of French sounds, vocabulary, and some sentence patterns. An introductory section explains the program's format, charts specific grade-level goals and objectives for grades K-3, and provides suggestions about the psychology and methodology to be used in the classroom, notes on preliminary preparation for teaching, techniques for teaching a song, comptine, or game, and a sample lesson. Subsequent sections outline the curriculum's thematic content for each month and provide instructional materials, activities, and visual aids for each theme. (MSE)

ED 301 065 FL 017 716
"Pour nos petits Manitobains," Exposure Package for Grade 2 Basic/Conversational French Program.
Manitoba Dept. of Education, Winnipeg. Bureau of French Education.
Pub Date—87
Note—480p.; Revised edition. For related document, see FL 017 715.
Language—English; French
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors—Classroom Techniques, *Conversational Language Courses, *Course Content, Curriculum Guides, Educational Objectives, *FLES, Foreign Countries, *French, Grade 2, Primary Education, *Second Language Programs, Teaching Methods, Vocabulary Development
Identifiers—Manitoba, Manitoba Department of Education
This guide outlines the Manitoban Department of Education's conversational French-as-a-second-language curriculum for second grade. The program is designed to introduce young children to the French language and culture through the learning of French sounds, vocabulary, and some sentence patterns. An introductory section explains the program's format, charts specific grade-level goals and objectives for grades K-3, and provides suggestions about the psychology and methodology to be used in the classroom, notes on preliminary preparation for teaching, techniques for teaching a song, comptine, or game, a list of suggested supplementary materials, and a sample lesson. Subsequent sections outline the curriculum's thematic content for each month and provide instructional materials, activities, and visual aids for each theme. (MSE)

ED 301 066 FL 017 717
Baker, Eva L. Lindheim, Elaine L.
A Contrast between Computer and Human Language Understanding.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
Pub Date—8 Apr 88
Contract—N00014-86-K-0395
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 8, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Artificial Intelligence, Comparative Analysis, Early Childhood Education, *Language Patterns, *Language Processing, Preschool Children, Programing Languages
Identifiers—*Natural Language
This document presents a study of natural language understanding of computer programs. In the study, the performance of IRUS, a natural language query system designed to interface with a database, was compared with the performance of preschool and early elementary school children in answering questions about a specific database. Questions used in a test of the IRUS system were classified into semantic and syntactic categories, and a set of specifications for measuring human ability to understand them was developed. Similar questions were then developed and asked of preschool and early elementary children. The children either read the questions themselves or were asked them by an adult, and responded orally or by pointing to a picture on the computer screen, the database developed for the test. Students were asked to explain their responses to validate their understanding of the questions. Characteristics of the students' interactions with the database were recorded and analyzed, and are reported. Further research on higher and lower levels of performance and refinements of the test are planned. (MSE)

ED 301 067 FL 017 718
Kilham, Christine A.
A Written Style for Oral Communicators?
Pub Date—87
Note—18p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (8th, University of Sydney, Sydney, New South Wales, Australia, August 16-21, 1987).
Journal Cit—Notes on Translation; n123 p36-52
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Expressive Language, Foreign Countries, *Interpreters, Language Skills, *Language Styles, *Literary Devices, Oral Language, *Translation, Written Language
Identifiers—Australia
While there has been much interest in the differences between oral and written language styles, studies have focused on the relative use of certain features. Little attention has been paid to the cultural value given to language style in languages with a literary tradition versus value given to style in those with a non-literary traditions. All translators, whether native speakers or not, must gear their translations to the specific audience of the passage, not by *Expressive Language; Language Skills; audience. Twenty-four references are listed. (MSE)

ED 301 068 FL 017 719
Petrimoulx, John
Sustained Silent Reading in an ESL Class: A Study.
Pub Date—Mar 88
Note—18p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, College Students, *English (Second Language), Foreign Students, Higher Education, *Instructional Effectiveness, *Reading Comprehension, *Reading Habits, Second Language Instruction, *Sustained Silent Reading, Teaching Methods, *Vocabulary Development
A study of the effect of regular sustained silent reading (SSR) periods on the reading comprehension and vocabulary of a group of adult students of English as a second language is reported. Sixteen

foreign students from 10 countries enrolled at the University of South Florida participated in one of three groups. One group engaged in SSR for ten minutes daily for fifteen weeks and discussed the vocabulary they learned. Two control groups did no required SSR. After 15 weeks, the experimental group had higher reading comprehension and vocabulary scores than the control groups, but the differences were not statistically significant. However, the experimental group showed a high degree of acceptance of the SSR activity and increased at-home reading. The results are consistent with those of native-language SSR studies that indicate the technique to be effective over the long term. A longer study is recommended. The results of this study and the findings of other SSR studies are charted for reference, vocabulary learned by the experimental group is presented, and the measurement instruments used in the study are included. (MSE)

ED 301 069 FL 017 720
Wilson, Jo Anne
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—RI-88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *Developmental Continuity, *Educational Planning, Elementary Secondary Education, *FLES, Second Language Instruction
Identifiers—ERIC Digests

The increased interest in FLES (Foreign Language in the Elementary Schools) programs has prompted many foreign language educators to consider the impact of program articulation on the development of a successful K-12 language program. Program articulation is the process of providing a smooth transition between foreign language classrooms, and can be viewed from two perspectives: horizontal and vertical. Horizontal articulation focuses on teaching objectives, strategies, and materials, and aims at maintaining continuity between FLES classrooms at the same level. Vertical articulation refers to the direction of the curriculum between schools and stresses that secondary schools must provide foreign language classes appropriate for those students who have experience in FLES classrooms. Specific successful models of program articulation include that of Ferndale High School (Michigan) and Cody Elementary Academy (Michigan). Such successful programs result from ongoing communication and cooperation at all levels, and from a realistic recognition of all the issues involved. (DJD)

ED 301 070 FL 017 721
Freeman, David Freeman, Yvonne
Sheltered English Instruction. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 88
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Elementary Secondary Education, *English (Second Language), *Language of Instruction, *Limited English Speaking, Reading Strategies, *Second Language Instruction, Teaching Methods, Thematic Approach
Identifiers—*Content Area Teaching, ERIC Digests, Krashen (Stephen), *Sheltered English, Weinhouse (Marilyn)

The number of limited-English proficient (LEP) students in U.S. schools has increased dramatically in recent years. One type of instructional approach that offers promise in helping LEP students develop academic competence while also developing English proficiency is sheltered English. Students in these classes are "sheltered" in that they do not compete academically with native English speakers since the class includes only LEP students. In sheltered English classes, the variety of teaching methods employed includes: (1) extralinguistic cues (visuals, props); (2) linguistic modifications (pauses, repetition); (3) interactive lectures; (4) cooperative learning strategies; (5) focus on central concepts rather than on details; and (6) development of reading strategies (mapping). While sheltered English programs can be either monolingual or bilingual, English instruction is the key element in both. A model suggested by Weinhouse and Krashen describes sheltered English as a program of instruction for LEP students which consists of three components: sheltered English instruction, primary language instruction, and mainstream English instruction. Teachers for sheltered English programs are drawn from the regular teaching staff, but may also include teachers of English as a Second Language (ESL). Sheltered English programs can contain elements of three other instructional approaches: bilingual education, immersion education, and content-based instruction. A reference list is appended. (DJD)

HE

ED 301 071 HE 021 665
1987-88 Fact Book: Higher Education in Alabama.
Alabama State Commission on Higher Education, Montgomery.
Pub Date—May 88
Note—73p.
Available from—Alabama Commission on Higher Education, One Court Square, Montgomery, AL 36197-0001.
Pub Type— Numerical/Quantitative Data (110) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Presidents, *Degrees (Academic), *Enrollment, Enrollment Trends, Full Time Equivalency, Graduate Study, *Higher Education, In State Students, Out of State Students, *Private Colleges, *Public Colleges, Public Education, School Schedules, State Surveys, *Tuition, Two Year Colleges, Undergraduate Study
Identifiers—*Alabama

Data on Alabama colleges and universities for the 1987-88 academic year are presented. Information for most institutions, includes the following: the year of founding, mailing address and telephone numbers, president's name, fall headcount and full-time-equivalent enrollments (for 1984, 1985, 1986, 1987), tuition for in-state and out-of-state undergraduate and graduate students, degrees conferred at each level (certificates, associate, bachelor's, master's, doctoral, and first professional) when appropriate, and calendar type (quarter or semester). All public senior universities, two-year colleges, community colleges, and technical colleges and all private senior and junior colleges are included. (MSE)

ED 301 072 HE 021 758
Porter, Lyman W. McKibbin, Lawrence E.
Management Education and Development: Drift or Thrust into the 21st Century?
Spons Agency—American Assembly of Collegiate Schools of Business, St. Louis, Mo.
Report No.—ISBN-0-07-050521-7
Pub Date—88
Note—394p.
Available from—McGraw-Hill Book Company, College Division, P.O. Box 400, Hightstown, NJ 08520 ($29.95, 30% discount for orders over 25 copies).
Pub Type— Information Analyses (070) — Reports - Research (143) — Books (010)
Document Not Available from EDRS.
Descriptors—*Business Administration Education, College Faculty, *Corporate Education, Curriculum Design, Delivery Systems, Educational Change, Futures (of Society), Graduate Students, Higher Education, *Industrial Training, *Intellectual Disciplines, Lifelong Learning, *Management Development, National Surveys, *Professional Continuing Education, Professional Education, Research, School Business Relationship

A 3-year study on the future of management education and development is reported. The study, commissioned by the American Assembly of Collegiate Schools of Business (AACSB), was supported by a variety of corporations and foundations, and is an evaluation of management education generated internally by the profession. It surveys management education as traditionally provided by colleges and universities and also as delivered by other systems such as corporations and third-party providers. Several hundred university based interviews were conducted along with a questionnaire survey of 400 deans from AACSB member schools. The report consists of: an introductory section on the design and intent of the study; an overview of the literature, focusing on relevant economic, demographic, and societal variables and including a commentary on change in the profession; a section on university-based degree programs in management education, including discussions of the evolution of the curriculum, students and graduates, faculty, teaching, scholarship and research, business school relations, and accreditation in the last 25 years; and a review of executive education and management development, including a discussion of the lifelong learning needs of managers and reviews of education programs provided by corporations, university business schools, and other providers. The conclusions offered in the last chapter concern: (1) the need for strategic planning in business education (supply/demand patterns, societal expectations); (2) business school missions and niches; (3) curriculum (breadth, external environment, international dimension, information/service society, etc.); (4) faculty preparation and development; (5) AACSB accreditation; (6) managerial lifelong learning; and (7) the future (the corporate community, the AACSB, the business school). (MSE)

ED 301 073 HE 021 769
Increasing Minority Involvement.
New Jersey State Dept. of Higher Education, Trenton.
Pub Date—Jul 88
Note—41p.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, *Access to Education, *Change Strategies, College Environment, College Faculty, English (Second Language), Enrollment Influences, Government Role, *Higher Education, Hispanic Americans, Information Dissemination, *Minority Groups, Public Policy, School Holding Power, Second Language Programs, *Statewide Planning, Student Recruitment
Identifiers—*New Jersey

New Jersey's plan for increasing minority group participation in higher education is presented. The plan, developed in response to declining minority enrollments, outlines eight goals for student recruitment and retention and the strategies intended to achieve them. The goals concern strengthening efforts to attract academically prepared minority students to New Jersey colleges, expanding programs to improve the preparation and aspirations of educationally disadvantaged minority students, developing programs responding to Hispanic population needs for English language preparation, increasing minority faculty and administrators; developing campus climates supportive of integration, strengthening special studies programs, services to minority students and surrounding minority communities, and exercising more systematic state oversight of institutional efforts to improve minority participation and achievement. Specific strategies for achieving each goal are noted, including changes or emphases in existing programs and planned policy initiatives. (MSE)

ED 301 074 HE 021 773
Eckert, Sidney W. Allen, Thomas R., Jr.
What Should Be Taught in Business Communications as Perceived by the Business World.
Appalachian State Univ., Boone, N.C. Center for Instructional Development.
Pub Date—86
Note—21p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Administration Education, *Business Communication, *Communication Skills, Course Content, Curriculum Design, Curriculum Development, Educational Needs, *Education Work Relationship, *Entry Workers, Higher Education, Industry, *Job Skills, Professional Education, Questionnaires, Surveys
Identifiers—*Appalachian State University NC

A survey elicited information from the business community on the written and oral business com-

munications skills needed by entering first-level management and supervisory personnel. It also gave the business personnel surveyed the opportunity to evaluate the business communications competencies currently offered in college business communications classes and gathered information for revision of a business communications course. Questionnaires were distributed to corporate executives in the Fortune 500 list of leading American corporations; 100 executives returned their questionnaires for a response rate of 20%. Demographic data was gathered in addition to evaluative information. Respondents rated current business training's preparation for communication planning, attention to internal and external written communications, attention to developing communications systems, oral communication, and communication for gaining employment. Results show that the business community feels students need a thorough review of word usage and sentence and paragraph structure, instruction in specific forms of communication (letter and memorandum writing and business report writing), preparation for oral group presentations and group discussion, and training in the job application process. Specific curricular recommendations are made based on these findings. The questionnaire is appended. (MSE)

ED 301 075 HE 021 774

Fisher, James L. And Others

Leadership Behaviors of Effective College Presidents.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—Apr 88

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Characteristics, *College Presidents, Higher Education, *Leadership Qualities, National Surveys, Questionnaires

A national survey of college presidents sought to develop a profile of the leadership behaviors of effective college executives. First, a number of qualified observers (association heads, foundation heads, or scholars) and presidents were asked to nominate effective administrators as survey recipients. The resulting 412 nominees and a representative sample of 412 additional presidents were then surveyed for demographic data, leadership attitudes, and information on leadership behaviors. Responses revealed distinct differences in attitudes and behaviors between the two respondent groups, particularly concerning confidence. Based on the findings, these observations were made: (1) effective leaders both exude and engender confidence; (2) effectiveness and winning are inextricably linked; (3) effective leaders focus on goal achievement and the accomplishment of a vision; (4) the effective leader must be willing to work longer hours than anyone else; (5) effective leaders exercise self-control and restraint; and (6) effective leaders are independent and self-assured. It is concluded that while leadership styles differ, there are discernible behaviors and attitudes that separate them from their less effective counterparts. Survey statistics and instruments are appended. (MSE)

ED 301 076 HE 021 775

Organizations and Individuals: Is Loyalty Passe? Proceedings from a Seminar Sponsored by the Corporate Council on the Liberal Arts, Virginia Foundation for the Humanities, and the College of William and Mary (Williamsburg, Virginia, October 28, 1987). Corporate Council on the Liberal Arts Working Paper 4.

Corporate Council on the Liberal Arts, New York, NY.

Pub Date—May 88

Note—33p.

Available from—Corporate Council on the Liberal Arts, Working Papers Series, 33 West 42 Street, Box 765, New York, NY 10036 ($2.00).

Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Behavior Standards, Business Administration, College Curriculum, *Employer Employee Relationship, Higher Education, *Industry, *Liberal Arts, *Organizational Climate, *Peer Relationship

Identifiers—*Loyalty

The proceedings of a seminar on corporate loyalty and the contributions of a liberal arts curriculum to this quality in the workplace are presented. They include the keynote address by Tadao Okabe and panel presentations by Paul R. Verkuil, Paul MacCowatt, Vinson Sutlive, Thomas T. Tilghman, George N. Appell, Herrington J. Bryce, Hans Tiefel, and R. Edward Freeman. A foreword notes two models of loyalty emerging from the discussion: in the first, loyalty is portrayed as selfless, with the expectation of no personal return or reward; in the second, it is portrayed as cooperation and mutual respect with employee, corporation, and community on an equal footing. (MSE)

ED 301 077 HE 021 776

Competition and Cooperation in the Pacific: The Challenge for Education. Proceedings from the Inaugural Ceremonies of the Graduate School of International Relations and Pacific Studies at the University of San Diego (San Diego, California, March 10, 1988). Corporate Council on the Liberal Arts Working Paper 5.

Corporate Council on the Liberal Arts, New York, NY.

Pub Date—Jun 88

Note—32p.

Available from—Corporate Council on the Liberal Arts, Working Papers Series, 33 West 42 Street, Box 765, New York, NY 10036 ($2.00).

Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Area Studies, *College Curriculum, College Role, *Competition, Economic Development, Graduate Study, Higher Education, Industry, *International Cooperation, *International Education, *Liberal Arts

Identifiers—California, *Pacific Region, University of San Diego CA

Proceedings of the inaugural ceremonies of the University of San Diego's Graduate School of International Relations and Pacific Studies are presented. These include the inaugural introduction by David Pierpont Gardner, opening remarks by Frank Stanton, the keynote address by California Governor George Deukmejian, further remarks by David Pierpont Gardner, commentaries by Lawrence B. Krause and Harold J. Meyerman, and a postscript by Peter Gourevitch. The comments made in the various addresses and commentaries focus on the role of the professional school and the intellectual community in the advancement of international relations, particularly regarding the Pacific Region. Some remarks more specifically address California's role in and contributions to competition and cooperation in this region, outlining current educational programs, new initiatives, and program needs. One commentary looks at Taiwanese and Korean economic development, and another focuses on international trade between California and Pacific Basin countries. All emphasize the need for more thorough understanding, through education, of the needs and situations of the countries in the Pacific Region. (MSE)

ED 301 078 HE 021 778

The Universities and Canada's International Relations. A Brief from the Association of Universities and Colleges of Canada to the Joint Committee on Canada's International Relations.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—Nov 85

Note—22p.

Available from—Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ontario, Canada K1P 5N1.

Pub Type— Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Role, *Competition, Developing Nations, Economic Development, Foreign Countries, *Foreign Policy, *Foreign Students, Government School Relationship, Higher Education, *International Relations, Long Range Planning, *National Security, Productivity, Public Policy, Student Costs, Technical Assistance, Universities

Identifiers—*Canada

Presented is a brief written in response to a government discussion paper on competitiveness and security in Canada's international relations. The brief emphasizes that the universities must play a vital role in the development and pursuit of foreign policy and that the knowledge on which the nation's social and economic development increasingly depends transcends national boundaries. It agrees with the discussion paper that productivity and competitiveness are closely linked, and proposes that the universities contribute to productivity in a variety of important ways. The role of foreign students in enriching Canadian students' educational experience and contributing to the economy is stressed, but it is noted that differential fees for foreign and Canadian students and lack of long-term planning have caused foreign student enrollments to decline. The university's role in international relations is also found in the potential of its international studies programs, its support of development assistance efforts, and its ability to assist the national government in foreign aid policy development. (MSE)

ED 301 079 HE 021 779

A Submission on Tax Reform from the Association of Universities and Colleges of Canada to the Standing Committee of the House of Commons on Finance and Economic Affairs.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—[87]

Note—8p.

Available from—Association of Universities and Colleges of Canada, 151 Slater, Ontario, Canada K1P 5N1.

Pub Type— Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Faculty, Costs, Federal Legislation, *Finance Reform, Foreign Countries, Fund Raising, Higher Education, Income, Intercollegiate Cooperation, Recordkeeping, Retirement Benefits, *Tax Deductions, *Taxes, Tuition

Identifiers—*Canada, Charitable Contributions, *Income Taxes

The Association of Universities and Colleges of Canada's comments on Canada's 1987 White Paper on Tax Reform are presented. The comments relate primarily to five income tax issues: charitable giving to colleges and universities, faculty pensions, tuition, the reporting of tax deductions at source, and research and development efforts. For each issue, the association's perspective on the problem is summarized and a recommendation is made. The recommendations are that: (1) the highest level of tax credit apply to all charitable donations to higher education institutions, not just to the largest; (2) further consideration be given to proposed limits on faculty pension plan donations; (3) the government remove the limit on the transferability of the tuition tax credit to a supporting parent or grandparent; (4) employers be required to remit income tax deducted at source within 7 days of normal payroll dates or be compensated for the increased cost of administering the payroll deduction system on its behalf; and (5) the definition of research under the income tax legislation be amended to include research in the humanities and social sciences. (MSE)

ED 301 080 HE 021 780

A Submission on Proposed Bill C-60: "An Act To Amend the Copyright Act and To Amend Other Acts in Consequence Thereof" from the Association of Universities and Colleges of Canada to the Legislative Committee on Bill C-60.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date—1 Oct 87

Note—14p.

Available from—Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ontario, Canada K1P 5N1.

Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Authors, Computer Software, *Copyrights, *Costs, *Federal Legislation, *Federal Regulation, Foreign Countries, *Higher Education, *Information Dissemination, Laws

Identifiers—*Canada

The Association of Universities and Colleges of Canada's comments on proposed changes in Canadian copyright law, and further changes implied by or caused by those revisions, are presented. The association argues first that since the proposed revisions are being revealed in stages, legislative committee work should be suspended until all of the planned revisions are made known. Further, it comments on the negative impact on education and scholarship that can be foreseen in certain revisions

already proposed, including the general costs of and restrictions on information dissemination imposed by the new regulations and the specific regulation of the right to public exhibit, moral rights of the creator, protection of computer programs, use of a work to the prejudice of the author, and four issues affecting collective copyrights: fair use, a registration system, copyright societies, and the proposed mechanism for licensing creations. Some assumptions underlying the proposed revisions are questioned, particularly concerning the comparability of creations in the college and university community with those in other aspects of society. Some regulatory recommendations are made. (MSE)

ED 301 081 HE 021 781
Boucher, Pierre-Yves
Copyright Revision and the University.
Association of Universities and Colleges of Canada, Ottawa (Ontario).
Pub Date—Jun 87
Note—20p.; Paper presented at a workshop of the Canadian Society for the Study of Higher Education at the Annual Meeting of the Learned Societies (1987).
Available from—Association of Universities and Colleges of Canada, 151 Slater, Ottawa, Ontario, Canada K1P 5N1.
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Civil Liberties, College Faculty, *Copyrights, *Federal Legislation, Foreign Countries, *Higher Education, International Cooperation, *Legal Responsibility, Moral Values, *Publications, School Responsibility, Teacher Responsibility
Identifiers—*Canada, Legislative History
Proposed revisions of Canada's copyright law are criticized for their failure to address some basic issues of creator's rights, and the academic community's legal responsibility in the infringement of copyrights is discussed. It is argued that the writers of the proposed changes have treated copyrights as property rights without due consideration of relevant cultural, intellectual, and moral issues. The proposed revisions are reviewed, the legislative history of copyright in Canada is chronicled, the definition of copyright is examined, and several of the 137 specific legislative recommendations are used to demonstrate how the users or consumers of copyrighted materials are being ignored in favor of the creators. (MSE)

ED 301 082 HE 021 796
Hyman, Randy And Others
Assessment Data at South Dakota State University: Analysis, Results, and Recommendations.
South Dakota State Univ., Brookings. Assessment and Testing Office.
Pub Date—Dec 87
Note—139p.; Paper collected as part of the American Association of Higher Education Assessment Forum.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Freshmen, College Seniors, Core Curriculum, *Educational Assessment, Educational Objectives, Higher Education, *Institutional Evaluation, Outcomes of Education, Questionnaires, *School Effectiveness, School Surveys, State Universities, *Student Characteristics
Identifiers—AAHE Assessment Forum, *South Dakota State University
The history of assessment in South Dakota, the creation of the Assessment Program Team at South Dakota State University (SDSU), the rationale and purpose of assessment programs, and the initial findings from a 6-month assessment team analysis of assessment data at SDSU are highlighted. The data were collected during the first 2 years of SDSU's Assessment Program. The three reports included in this document cover surveys of students, assessing the general education requirements, and assessment and admissions. The freshman profile survey includes reasons for attending college, family background, high school background, self-perception, future events and goals, and social, political, and moral issues; the senior profile covers characteristics, level of satisfaction, student growth, college experiences, and curriculum and issues. The section on assessing the general education core curriculum requirements focuses on methodology (areas to assess in the general core areas, objectives, methodology to accomplish the needs identified, future recommendations to meet university needs, and literature cited), and baseline data on SDSU freshmen and sophomore American College Testing Program results. The potential contribution of assessment at SDSU admissions and recommendations for future research are also reported. It is concluded that there is a need for valid, long-run assessment data at SDSU, and that it must be organized, analyzed, and evaluated in a manner that is meaningful to university planners and decision makers. (SM)

ED 301 083 HE 021 801
A Report by the Board of Regents to the Governor and Legislature on State Student Financial Aid.
New York State Education Dept., Albany.
Pub Date—87
Note—51p.; For the 1986 report, see ED 284 475.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Access to Education, *Educational Finance, Expenditure per Student, Grants, Higher Education, Scholarship Funds, *State Aid, *Student Financial Aid, Work Study Programs
Identifiers—*New York, Tuition Assistance Program NY
The annual report by the New York State Board of Regents to the governor and legislature (as determined in Section 603 of the Education Law) presents information on state student financial aid. Over the years, the Board of Regents has reviewed the state's student financial assistance programs and made recommendations for significant changes. A description of the scope and operation of programs in the state and the results of an annual collection of student aid data to help in the planning of future directions of student aid programs is provided. Improvements aimed at the enlargement of educational opportunity are recommended. Part I looks at (1) recent developments in the state's student aid programs and (2) recommendations of the regents (revising the undergraduate Tuition Assistance Program award schedule for dependent students, increasing the maximum award for graduate dependent students, and changing the award schedule for emancipated, single undergraduate students without dependents). Part II's four sections focus on the following: the scope of state-administered student aid programs; the scope of other federal student aid programs in New York; awards and payments in the Tuition Assistance Program; and the relationship of state, federal, and international student aid programs. An appendix presents the determination of the student's award on the basis of tuition cost and financial ability. (SM)

ED 301 084 HE 021 802
Preparing To Win: Report of the University of Nevada System Student Minority Outreach Task Force.
Nevada Univ. System, Reno.
Pub Date—Jun 88
Note—48p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Persistence, Access to Education, American Indians, Asian Americans, Black Students, Change Strategies, *College Admission, College Bound Students, College Students, Demography, Enrollment Rate, Hispanic Americans, *Minority Groups, Outreach Programs, *Policy Formation, Postsecondary Education, *School Holding Power, State Universities, Statewide Planning, Student Educational Objectives, *Student Financial Aid, *Student Recruitment
Identifiers—*University of Nevada System
In response to a Board of Regents request, a task force was established to study minority student recruitment, admission, and retention in the University of Nevada System. Comprised of representatives from all campuses, the group has compiled existing data on minority student participation in postsecondary education and on existing programs aimed exclusively at minority students, and met with representatives of Black, Hispanic, Asian, and American Indian groups throughout the state. Task force findings include these: the Nevada minority population proportion has grown 2.2% since the 1980 census; the proportion of minority school-age children has grown 2.6% from 1982 to 1988; minority high school graduation rates are less than those of Whites; with the exception of Asians, a smaller proportion of minority group members than Whites have attended 4 years of college; and state university minority enrollments peaked in 1985 and then declined, but still represent a smaller proportion of the minority community than of the White community. Recommendations include: a written policy endorsing and encouraging minority student recruitment, admission, and retention; institutional responsibility for support of minority recruitment and retention programs; a minority grants-in-aid program; and continued task force efforts. Lists/descriptions of minority programs for each campus within the University of Nevada System are appended. (MSE)

ED 301 085 HE 021 808
Study of Funding of Higher Education in Nevada (S.B. 256). Bulletin No. 87-30.
Nevada State Legislative Counsel Bureau, Carson City. Legislative Commission.
Pub Date—Aug 86
Note—231p.; Report to the 64th session of the Nevada Legislature.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Comparative Analysis, *Educational Finance, *Financial Support, *Higher Education, Mathematical Formulas, *Public Colleges, *State Legislation, State Surveys, *Statewide Planning
Identifiers—*Nevada
A study of higher education funding in Nevada, mandated by state law, is reported. The study focuses on the methods used by other states to fund higher education and investigates these methods' appropriateness or usefulness in Nevada. Representatives of the state university system, education experts, and the general public provided background information, suggestions, and proposals regarding formula funding for higher education. The report contains a copy of the bill establishing the study committee, a summary of the findings and recommendations, and the full text of the study report. The latter consists of a description of the current status of formula funding used in Nevada, a section on areas outlined for review by the University of Nevada System, a review of the university system 10-year plan, a review of formulas used by other states to fund higher education, the committee's recommendations on the university system funding proposal, and a review of potential funding sources to enhance higher education funding in the state. Recommendations are made for formula expansion for higher education support services, formula enrichment for instruction, and formula expansion in other areas, particularly staffing and acquisition of equipment and library resources. The bulk of the report consists of six appendices detailing various aspects of funding formulas for higher education in Nevada and including an analysis of selected tax sources. (MSE)

ED 301 086 HE 021 817
Gaylord, Thomas A. And Others
System and Campus Level Enrollment Projections and Environmental Scan, 1988-1998.
Alaska Univ. System, Fairbanks. Office of Institutional Research.
Pub Date—Jun 88
Note—118p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Planning, Demography, Economic Change, Economic Climate, *Enrollment Projections, *Higher Education, Institutional Research, *Management Information Systems, Migration Patterns, Prediction, Research Methodology, *Statewide Planning
Identifiers—*Alaska, *Environmental Scanning
Alaska's first long-range, system-wide enrollment projection study since the inception of the higher education system's restructuring plan is reported. The study was undertaken in response to statewide economic distress, a decline in state funding of higher education, and a pattern of out-migration by the college-age population, particularly in urban areas. It was intended to develop a time-series/causal model for credit-hour and headcount enrollment projections at the campus, institution, and system levels to better predict University of Alaska facilities construction needs and to aid in statewide master planning, academic program planning, institution accreditation, budgeting, and estimation of tuition revenues. The report begins by describing

three categories of forecasting technique (judgmental, time-series, and causal) and outlines the advantages and disadvantages of each. It then describes the problem on which the study focuses, outlines its methodology, and presents the results and conclusions. The greater part of the report is devoted to graphs and charts representing the enrollment projections and environmental scan for the system as a whole and for each state institution. Appended materials include Alaska population estimates and tables of environmental scan data by census and campus service area. References and data sources are also provided. (MSE)

ED 301 087 HE 021 818
College and University Admissions and Enrollment. New York State, Fall 1986.
New York State Education Dept., Albany. Information Center on Education.
Pub Date—86
Note—34p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bachelors Degrees, *College Admission, *Credit Courses, Doctoral Degrees, *Enrollment, *Enrollment Trends, Females, Full Time Students, *Higher Education, Institutional Characteristics, Intellectual Disciplines, Majors (Students), Males, Masters Degrees, Part Time Students, Private Colleges, Professional Education, Proprietary Schools, Public Colleges, State Surveys, Trend Analysis, Undergraduate Study, Vocational Education
Identifiers—*New York
Data on New York's fall 1986 higher education enrollment and admissions, presented in 17 tables, includes: trends in degree-credit enrollment in public, independent, and proprietary institutions by institution type (fall 1970-1986); degree-credit enrollments by level of study, sector, and sex; percent distribution of degree-credit enrollment by level of study; first-time student degree-credit enrollment by sector; degree-credit and non-credit enrollment by program level and institutional classification; degree-credit and non-credit enrollment by program level and institution; undergraduate degree-credit enrollment by institutional classification and year of study; organized occupational degree-credit enrollment by major program, year of study, attendance status (full- or part-time), and sex; undergraduate upper-division degree-credit enrollment by major, year of study, attendance status, and sex; first-professional degree-credit enrollment by subject area; master's degree program enrollment by major, attendance status, and sex; doctoral degree program enrollment by major, attendance status, and sex; trends in degree-credit enrollment by major and level of study (1984-1986); degree-credit unclassified enrollment by institutional classification and level of study; graduate certificate enrollment by institutional classification; trends in undergraduate admission by sector and admissions status (1984-1986); and undergraduate applications received and accepted and full-time students actually enrolled in class by institutional classification. (MSE)

ED 301 088 HE 021 819
Distribution of High School Graduates and College-Going Rate, New York State, Fall 1987.
New York State Education Dept., Albany. Information Center on Education.
Pub Date—87
Note—28p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Bound Students, College Choice, *Geographic Distribution, Higher Education, *High School Graduates, In State Students, Institutional Characteristics, *Migration Patterns, Private Schools, Public Schools, State Surveys, *Student Mobility, Trend Analysis
Identifiers—*New York
Data on the geographic distribution of 1986-87 high school graduates of New York State's public and private schools are presented in tabular form. The information includes: the college-going rate of high school graduates from 1973 through 1987; 15-year trends in the college-going rate within and outside New York State, tabulated by college type (two- or four-year) and high school type (public or private); the distribution of public high school graduates in postsecondary education, military service, or employment, by borough or county and by region; distribution of private high school graduates in postsecondary education, military service, or employment, by borough or county and by region; and distribution of all high school graduates in postsecondary education, military service, or employment, by borough or county and by region. (MSE)

ED 301 089 HE 021 872
Gaylord, Thomas A. Rogers, Brian
An Analysis of the Need and Process of Restructuring the University of Alaska Statewide System of Higher Education.
Pub Date—Jul 88
Note—14p.; A Contributed Paper Proposal Submitted to the Annual International Conference of the Society for College and University Planning (23rd, Toronto, Canada, July 31-August 3, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgets, College Planning, Community Colleges, *Educational Economics, Educational Finance, Educational Planning, *Financial Problems, *Higher Education, *Institutional Survival, Multicampus Colleges, Operating Expenses, *Retrenchment, State Action, *Statewide Planning, Universities
Identifiers—*University of Alaska
The radical restructuring of Alaska's public higher education system, brought on by Alaska's 1986 economic collapse, is described. It is significant because it is the most dramatic general funding reduction to an entire state public higher education system since World War II. Six sections discuss the following: (1) introduction to the University of Alaska (UA) system of higher education (governance structure and the major administrative unit (MAU) structure, enrollments/programs by MAU, and UA 6-year master plan); (2) state economic collapse (the private and public sector's long dependency on oil, January 1986 crash of the wellhead price of oil, magnitude of state revenue drop, and governor's response); (3) UA budget reductions (i.e., in spring of 1986 $15 million was cut for fiscal year (FY) 1987 from FY 1986), assessment of actions taken to meet the cut, and the January 1987 UA order to build the FY 1988 budget with an additional 10% reduction); (4) the decision to look at radically changing the structure of the system (responding to the speed and magnitude of events, disbanding of the budget flexibility task force and formation of a program review team, some restructuring alternatives, and the program review); (5) acceptance of the three university model (decision timetable, problems associated with merging traditional university campuses with community colleges, and campus decision making structures); and (6) comments on the restructuring task to date. The restructuring plan created 3 multicampus institutions from 3 universities and 11 community colleges over a 2-year period. It met the goal of creating a university system that provided essentially the same level of academic opportunities for the residents while reducing considerably the complexity and cost of the delivery system. Problems associated with merging traditional university campuses with open-door community colleges are addressed. (SM)

ED 301 090 HE 021 875
Morrison, James L. Mecca, Thomas V.
Managing Uncertainty: Environmental Analysis/-Forecasting in Academic Planning.
Pub Date—24 Aug 88
Note—51p.; Submission to the "Handbook of Theory and Research in Higher Education."
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Change Strategies, College Planning, *Decision Making, Educational Assessment, *Educational Planning, Environment, Evaluation Methods, *Formative Evaluation, Higher Education, Policy Formation, *Prediction, Social Influences
Identifiers—Environmental Scanning, *Strategic Planning
An approach to environmental analysis and forecasting that educational policymakers can employ in dealing with the level of uncertainty in strategic decision making is presented. Traditional planning models are weak in identifying environmental changes and assessing their organizational impact. The proposed approach does not lead decision makers to conclude that the uncertainty they perceive in the external environment has been reduced. It enhances their capability to deal with a changing environment by making the uncertainty they perceive explicit (via analysis and evaluation of alternative future states of an organization's environment and the source of change within it). Topics of discussion include: environmental analysis and forecasting; issue identification; environmental scanning; structuring issues; forecasting; cross impact analysis; alternative scenarios (demonstration, driving force, and system change); policy analysis; and action plans. A case study illustrating the application to the strategic planning process of a two-year college is provided. It looks at the participants in the process (drawn from across the college's administrative and instructional staff), scanning the external environment from a variety of sources, forecasting external changes, refining the forecast, developing the cross impact model, developing alternative scenarios, conducting the policy analysis, incorporating the strategies into the college's ongoing activities, and benefits and limitations. Problems, issues, and needed research are noted. It is concluded that by using the best available information, it is possible to anticipate plausible alternative futures and limit the number of unanticipated possibilities to the smallest possible set. Contains 180 references. (SM)

ED 301 091 HE 021 878
Young, Arthur P., Comp.
Higher Education in American Life, 1636-1986. A Bibliography of Dissertations and Theses.
Report No.—ISBN-0-313-25352-8
Pub Date—88
Note—442p.
Available from—Greenwood Press Inc., 88 Post Road West, Box 5007, Westport, CT 06881 ($49.95).
Pub Type— Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—College Administration, College Admission, College Curriculum, College Faculty, *College Role, College Students, *Doctoral Dissertations, *Educational History, *Higher Education, Institutional Characteristics, Intellectual Disciplines, Liberal Arts, Majors (Students), *Masters Theses, Minority Groups, Professional Education, *United States History
A bibliography of master's theses and doctoral dissertations on higher education and its role in American life since 1636 presents citations in two major categories: works concerning a specific institution, listed by state and institution; and topical studies on specific aspects of higher education. The 4,570 citations were derived from sources published through 1986. The topics include: academic freedom, accreditation, administration, admissions, adult education, agricultural education, alumni, architecture, associations, athletics, black higher education, broadcasting, business and education, business education, Catholic higher education, church and state, colonial education, community colleges, courts, curriculum, deans, European influences, testing, faculty, federal aid, higher education in fiction, finance, forensics, foundations, fraternities, general education, graduate study, health sciences, humanities, intercultural education, Jewish higher education, land-grant institutions, legislation, liberal arts, libraries, medical education, military education, a national university, Native Americans, educational philosophy, politics and social policy, presidents, professions, Protestant higher education, public relations, religion, religious colleges, research, sciences, social sciences, state aid and coordination, state universities, students activism, student life, student personnel services, teacher education, instruction, theological education, unions, urban universities, war and higher education, and women. Citations are also indexed by author and subject. Order numbers are provided for all dissertations available from University Microfilms, Inc. (MSE)

ED 301 092 HE 021 880
DOD Health Care. Additional Efforts Needed To Verify Physicians' Qualifications. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO-HRD-88-39
Pub Date—Jul 88
Note—97p.
Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 25% discount on orders of 100 or more).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Certification, Credentials, Educa-

tional Certificates, Health Personnel, Higher Education, *Medical Education, *Military Personnel, *Physicians, Qualifications, Standards
Identifiers—*Department of Defense
The Department of Defense's (DOD) efforts to assure that its physicians are qualified to perform their assigned duties are discussed. Five sections include: introduction; additional actions needed to help assure that military physicians have proper qualifications; hospital credentialing and privileging systems needed to comply with DOD requirements; improvements needed in reporting physicians' clinical privilege restrictions; and DOD physician dissatisfaction with physician utilization and medical resources. The results of a review of the individual credential files for 426 physicians, randomly selected from 1,070 files at 9 hospitals, showed that the files generally did not contain complete or adequate documentation to support the award of clinical privileges, and that privileges were awarded without documentation of required reviews. Some of the 18 appendices are: sampling methodology for physicians' questionnaires; methodology used for review of physicians' credentials files; methodology used for identification and analysis of decredentialed physicians; documentation of medical school evaluation in physicians' credential files; documentation of residency training; documentation of educational commission for foreign medical graduates certification in foreign trained physicians' files; status of cardiopulmonary resuscitation/advanced cardiac life support training documented in part-time emergency room physicians' credentials files; documentation of medical malpractice involvement; officially requested privileges documented; credentials committee review of privilege awards; status of most recent privileges at time of the credentials file review; and comments from DOD. The report contains 5 tables and 9 figures.(SM)

ED 301 093 HE 021 906
Winston, Roger B., Jr. And Others
Promoting Student Development through Intentionally Structured Groups.
Report No.—ISBN-1-55542-113-X
Pub Date—88
Note—400p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($29.95).
Pub Type— Books (010) — Tests/Questionnaires (160) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—College Environment, Faculty Development, *Group Dynamics, *Grouping (Instructional Purposes), Guidelines, Higher Education, Organizational Communication, *Outcomes of Education, School Effectiveness, Student Characteristics, *Student College Relationship, *Student Development
Identifiers—Group Characteristics, Intention
Very little has been written in the area of the application of structured or planned groups in college settings, particularly in making a direct connection between theories of college-student development and the use of groups to facilitate and encourage that development. Information is provided in this book for all in higher education who are concerned about the personal development of college students, especially outside the formal classroom. It is noted that intentionally structured groups (ISGs) have many applications on the college campus (such as professional staff development, helping students deal with their college experience, and training peer helpers). Two sections focus on the following: (1) principles and purposes of intentionally structured groups (what an ISG is and how it works, group dynamics and stages of group development, and using ISGs in student development); and (2) organizing and implementing successful groups (the planning process: establishing needs, resources, strategies, and objectives; deciding how to evaluate the group's effectiveness; strategies and skills for effective group leadership; starting, conducting, and concluding the group; and applying ISGs in student and staff development). ISGs can be employed in many college settings to prepare graduates to function effectively and purposefully within a group-oriented society. An appendix provides a sample manual for setting up an intentionally structured group. Contains 292 references. (SM)

ED 301 094 HE 021 920
Schlachter, Gail Ann Weber, R. David
Financial Aid for the Disabled and Their Families, 1988-1989.
Pub Date—88
Note—268p.
Available from—Reference Service Press, 10 Twin Dolphin Drive, Suite B-308, Redwood City, CA 94065 ($32.50).
Pub Type— Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors—College Applicants, College Students, *Disabilities, *Fellowships, Grants, Higher Education, Internship Programs, *Scholarships, State Aid, *Student Financial Aid, *Student Loan Programs
Four separate sections comprise this directory: a descriptive list of financial aid programs designed primarily or exclusively for the disabled and their families; a list of state sources of benefits; an annotated bibliography of directories listing general financial aid programs; and a set of five indexes (program title, sponsoring organization, geographic, subject and calendar). Following an introductory section on how to use the directory, the descriptive program list provides more than 500 references and 200 cross-references to a wide variety of financial aid programs (categorized as scholarships, fellowships, loans, grants, awards, and internships) designed primarily or exclusively for the disabled and their families. Each entry provides the organization name, address, telephone number, purpose, eligibility, financial data, duration, number awarded, deadline, special features, and limitations. Entries are grouped under headings for disabilities in general, orthopedic and developmental disabilities, hearing disabilities, visual disabilities, other disabilities, and families of the disabled. State sources of information on benefits are categorized as state financial aids, guaranteed student loan programs, vocational rehabilitation services, developmentally disabled services, and social services. The annotated bibliography of directories provides information on scholarships, fellowships and loans; grants; awards and prizes; internships, work experience programs and on-the-job training opportunities; and special population groups. (KM)

ED 301 095 HE 021 922
Moore, Janet R.
Principles of Andragogy in Collegiate Faculty Development.
Pub Date—Oct 88
Note—37p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, *Andragogy, College Faculty, Educational Practices, Evaluation Needs, *Faculty Development, Higher Education, *Inservice Education, Models, *Needs Assessment, Professional Continuing Education, Program Development, Teacher Improvement
The faculty development program of a department at a predominantly black university in the South Atlantic region of the United States (identified by the pseudonym Reed University) was studied. The purpose was to identify the extent to which the principles and practices of adult education are applied within the faculty development effort; to describe the knowledge of, attitudes toward, and experience with the principles and practices of adult education; to identify the problems and issues surrounding their implementation; and to make recommendations concerning the use of principles and practices of andragogy within the context of higher education faculty development. Six data collection methods were used (literature review, interview, critical incidents, observations, documentary review, and program data inventory). Based on study findings, several recommendations are made, including the following: (1) collegiate faculty development programs should implement and pay close attention to a specific set of principles and practices; (2) there should be a clear description of faculty development effort; (3) faculty development should include dialogic learning; and (4) faculty development programs should provide opportunities for administrative development. Indications are that the collegiate workplace could be enhanced if concepts of adult education were more fully implemented. Contains 27 references. (Author/SM)

ED 301 096 HE 021 923
Terzin, Margaret A.
International Marketing: A Teaching Prospectus.
Pub Date—6 Sep 88
Note—15p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, *Course Content, Course Descriptions, Cultural Context, Economics, Foreign Countries, Higher Education, *International Trade, *Marketing, Political Influences, *Student Projects
Identifiers—*Longwood College VA
Three designs for a course in international marketing are described. The first requires a team of three to four students to research a designated country according to specific guidelines to determine which American products would sell best in that country. This project requires a written paper and an oral presentation. The five areas investigated are the country's economy, culture, political system, distribution system, and promotional system. Students make product recommendations based on their findings. The second design requires each student to analyze the same eight cases from the textbook and submit a one-page report on each case. The third design requires each student to present a 10-minute talk about an assigned topic, accompanied by a bibliography. The last two designs are supplemented by guest speakers, videotapes, films, and current events items. Lists of requirements for each design, topic lists, and evaluation forms are appended. (MSE)

ED 301 097 HE 021 924
Ford, Jerry
Academic Advising Handbook 1988-89. Houston Baptist University.
Houston Baptist Univ., TX.
Pub Date—88
Note—261p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Academic Advising, *College Faculty, Counselors, *Faculty Advisers, Faculty Development, Faculty Handbooks, Higher Education, Teacher Characteristics, Teacher Guidance, *Teacher Student Relationship
Identifiers—*Advisor Role, Houston Baptist University TX
Because in most institutions of higher education faculty are required to assume the role of academic advisor, a handbook was developed at Houston Baptist University to serve as a quick reference for useful and pertinent information. Its three sections include the following: (1) academic advisement, assumptions, definitions, the advisor's role, functions and limitations of the faculty advisor, and student benefits; (2) responsibilities of the advisor and advisees, the advising process, advisee problems, characteristics and behavior of a good advisor, strategies, legal issues, stereotypes, observations about traditional "good advisor" descriptors, a list for good advisor characteristics, student misbehavior, advising students with personal problems, referral skills, how students and faculty advisors should work together, study tips, students on academic probation, the low-achieving advisee, scholastic difficulty analysis form, sample notes on taking lecture notes, hints on time planning and overcoming tardiness, how to be a listener, career development, changing employment in occupations, the do's and don'ts of academic advising, and 30 reminders for effective advising; and (3) Houston Baptist University advisor responsibilities and what is expected of them, English placement guidelines, ground rules for freshman mathematics advising, department of Christianity and philosophy, guidelines for advising music students, notes to advisors of international students, information on foreign languages, advising the student athlete, convocation policies, study skills, advising reminders, and measuring advisors. Four appendices are: Christianity, English, and history advising table 1988-89; mathematics and natural science advising table 1988-89; registration questions; and grade questions. Contains 57 references.(SM)

ED 301 098 HE 021 932
Wallace, Gaylen R. Walker, Susan P.
Self-Concept as a Moderator of Congruence between Vocational Interests and Academic Major in College Juniors and Seniors.
Pub Date—Apr 88
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, College Se-

niors, *College Students, Higher Education, *Majors (Students), Personality Traits, *Self Concept, Self Esteem, Student Characteristics, *Vocational Interests
Identifiers—College Juniors, Strong Campbell Interest Inventory, Wallace Self Concept Scale
A study was conducted to investigate congruency between college students' vocational interests and their chosen academic major as an implementation of their self-concept. Of the 248 randomly selected college juniors and seniors who received the study instruments the response rate was 76% (188 responses). The instruments used were the Strong Campbell Interest Inventory (SCII) and the Wallace Self Concept Scale (WSCS). The dependent variable was congruence between a student's college major and the personality type or profile on the General Occupational Theme subscales of the SCII. Results confirmed the hypothesis that students with high self-concepts tended to have high congruence between the vocational interest profile and selection of a major. Conversely, students with low self-concepts tended to have low congruence between vocational interest profiles and selection of a major. These relationships were not moderated by gender or ethnic origin. Implications of the results for career counseling are discussed. Contains 11 references. (KM)

ED 301 099 HE 021 934
Hixon, Karen K. Sherman, Thomas M.
What Happens during Tutoring: An Investigation of Time Use, Questioning, and Learning Processes.
Pub Date—Apr 88
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletes, Cognitive Processes, *College Students, Higher Education, *Learning, Learning Problems, *Learning Processes, Student Behavior, Student Needs, *Tutoring, Tutors, Verbal Communication
To investigate the reasons that tutoring is effective, a study was conducted of what happened during a series of tutoring sessions, and the effects of these events on students' behaviors and tutoring outcomes were analyzed. A total of 48 tutoring sessions, which included 6 tutors and approximately 25 college student-athletes, were tape-recorded by the tutors. The sessions were analyzed in terms of time use (percentage of talk time for tutor and student on and off task, and silence) and questioning (frequency count for tutor and student, categorized as preparation, process or review). The results revealed a consistent pattern of tutor dominance in that: tutors talked about three times as much as students, asked about six times as many questions, devoted most of their time presenting information, asked few questions, and provided little time for students to ask or respond to questions. Probable reasons for the students' passivity are discussed, including the safety offered by silence and passivity and the reinforcement that may be provided by the tutors. Contains 13 references. (KM)

ED 301 100 HE 021 935
Worthen, Blaine R. Gardner, Michael K.
A Second Look at the Relation of Research Assistantships and Research Productivity.
Pub Date—Apr 88
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Assistantships, *Educational Opportunities, *Graduate Students, Higher Education, *Productivity, *Research Assistants, Research Skills, Student Attitudes, Universities
A study was conducted to: depict the current types of research assistantships in universities; ascertain students' perceptions of their assistantship experiences; depict the specific activities of research assistants; determine whether today's assistantships provide a genuine research apprenticeship; and compare today's assistantships with those considered predictive of later research productivity. The population consisted of all graduate students holding education, social science of behavioral science research assistantships at five U.S. universities. A questionnaire was distributed with the aid of a local facilitator at each university. Of the 838 students who received questionnaires, 430 (52%) responded; the final sample consisted of 294 responses. Results, which are compared with those of the Worthen and Roaden study (1971), included the following: (1) 44% of the research assistants (RAs) were female, and 55% male, ratios that were similar to those of the graduate student pools at the universities; (2) 72% of the assistantships lasted between 4 and 12 months; (3) 81% of the RAs reported that their assistantships had been created to provide support for a research activity, and 17% gave "training for the RA" as the reason; (4) financial support and desire for research experience were the predominant reasons for seeking an assistantship; and (5) although RAs are involved in research activities, it does not appear that they receive complete training, and their participation in research is far less than in the 1971 study. The results are considered more provocative than conclusive, but suggestive that assistantships may be falling below their training potential. Data are provided in five tables and a series of handouts that accompanied the presentation. (KM)

ED 301 101 HE 021 938
The Freshman Experience at UMCP: Comparing Commuter and Resident Students. Maryland Longitudinal Study Research Highlights. Research Report 3.
Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Pub Date—87
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, *College Freshmen, College Students, *Commuting Students, Expectation, Higher Education, Longitudinal Studies, *On Campus Students, Racial Differences, State Universities, *Student Adjustment, *Student Attitudes, Student College Relationship, Student Employment, Student Participation, Teacher Student Relationship
Identifiers—*University of Maryland College Park
The purpose of this report is to compare the freshman experience of commuter and residents students at the University of Maryland, College Park (UMCP) who were studied as part of the Maryland Longitudinal Study. Residents, dependent commuters, and independent commuters in the Representative Sample (434 students representing all ethnic groups at the university) and the Black Group (303 Black students) were compared in regard to reasons for choosing UMCP, academic expectations, employment, involvement, interpersonal relationships, sources of support and encouragement, institutional identification, and satisfaction. Results showed that commuter and resident students arrive with similar aptitudes (as reflected by their SAT scores) and with similar expectations for academic success. They begin their college experience with equal degrees of identification with the institution and with basically equal levels of satisfaction with college. However, as early as the second semester of their freshman year, commuters, especially dependent commuters, are significantly less involved in key aspects of campus life, i.e., on-campus jobs, student organizations, and relationships with people affiliated with UMCP. Data are reported in 10 tables, and the implications of the results for faculty and staff are discussed. Contains 15 references. (KM)

ED 301 102 HE 021 939
Students Who Transfer from UMCP: Who Are They? Why Do They Leave? Where Do They Go? Do They Find What They Are Looking For? Maryland Longitudinal Study Research Highlights. Research Reports 4 and 6.
Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Pub Date—87
Note—40p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Black Students, College Students, *College Transfer Students, Grade Point Average, Higher Education, Longitudinal Studies, Racial Differences, Sex Differences, Social Life, State Universities, *Student Adjustment, *Student Attitudes, *Student Motivation, Student Participation
Identifiers—Reverse Transfer Students, *University of Maryland College Park
The focus of these two reports is on students who transferred from the University of Maryland, College Park (UMCP), and who were studied as a part of the Maryland Longitudinal Study. Results found included the following: (1) transfers in the Representative Group (containing members of all ethnic groups) were equally likely to be male or female; in the Black Group, transfers were twice as likely to be female; academically, transfers were less well prepared; (2) grade point averages were lower and dissatisfaction was greater at the time of transfer; (3) in the Representative Group, transfers in year 2 began thinking about transferring relatively early in year 1; in the Black Group, somewhat later; (4) in the Representative Group, inability to meet academic requirements was the primary reason for leaving, followed by dissatisfaction with the social environment and inadquate financial resources; in the Black Group the same reasons were given, although financial concerns were rated second, followed by dissatisfaction with social life; (5) in year 2, significant numbers of transfer students went to area community colleges; in year 3, Representative Group transfers were more likely to go to other four-year institutions than Black Group transfers; (6) the majority of transfers reported being satisfied with their social lives at their new colleges or universities; (7) transfers appeared to be doing well academically at their new institutions; (8) working long hours appeared to ease to likelihood of dropping out for financial reasons; (9) substantial numbers of transfers appeared to be satisfied with their new institutions; and (10) the data suggest that Black transfers were more likely to continue to transfer after leaving UMCP and to attend two-year colleges. Research Report 4 contains 13 data tables; Research Report 6 contains 5 tables and an appendix. Between them, the 2 reports contain 9 references. (KM)

ED 301 103 HE 021 940
Students Who Become Nonpersisters: Who, When, Why, and To Do What? The Astin Index: One Approach to Predicting Persistence at UMCP Four Years after Initial Enrollment. Maryland Longitudinal Study Research Highlights. Research Reports 5 and 9.
Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Pub Date—87
Note—35p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, Black Students, *College Students, *Dropouts, Higher Education, Longitudinal Studies, Models, *Predictor Variables, Questionnaires, Racial Differences, *School Holding Power, State Universities, Student Attitudes, *Student Attrition, Student Characteristics, Student Motivation
Identifiers—Astin Index, *University of Maryland College Park
Two reports of student nonpersistence at the University of Maryland, College Park (UMCP), are provided, taken from the Maryland Longitudinal Study. The first study, which examined four questions regarding students who become nonpersisters, found the following: nonpersisters had poor high school and first-semester study habits, were apt to have been in the bottom half of their high school class, were likely to live off campus during their freshman year, and were not able to consider their parents a major source of financial support; students were most likely to leave after receiving their final grades; financial considerations were the primary reason given for leaving; and students who left planned to become employed and eventually return to school. The second report evaluates the usefulness of the Astin Index (a statistical model for assessing "dropout-proneness") in predicting persistence among UMCP students. Results included the following: (1) statistically significant t-test results were found between black and nonblack female persisters and nonpersisters in those groups; (2) the Astin Index was far more accurate than chance in predicting retention 4 years after initial enrollment; and (3) items in the Index were found that contributed significantly to the prediction of persistence/nonpersistence 4 years after initial enrollment for nonblack males, nonblack females, black males and black females. The analysis of the Astin Index approach to the study of retention suggests that the limited inclusion of both non-cognitive and post-matriculation variables is a serious drawback to fully understanding persistence, especially among black students. The Astin Index instrument is provided.

Data are provided in several tables and figures and in appendices to both reports. Between them, the 2 reports contain 25 references. (KM)

ED 301 104 HE 021 941
College Student Employment: Patterns and Profiles. Maryland Longitudinal Study Research Highlights. Research Report 7.
Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Pub Date—88
Note—11p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, *Black Students, *College Students, Commuting Students, Higher Education, Longitudinal Studies, On Campus Students, Part Time Employment, Racial Differences, Sex Differences, State Universities, Student Attrition, Student Behavior, Student Characteristics, *Student Employment
Identifiers—*University of Maryland College Park
As part of the Maryland Longitudinal Study of 772 students entering the University of Maryland, College Park (UMCP) in the fall of 1980, a study was conducted to determine patterns of college student employment and profiles of students in different employment categories. Findings included the following: (1) approximately 40% of students were employed in their freshman year, increasing to 75% by the fourth year, with the greatest increase in part-time employment on campus; (2) in the Representative Group (i.e., students in the 1980 freshman class who were selected through random sampling techniques and who agreed to participate), males were more likely to hold jobs than females throughout the 4 years, and employed males were more likely to work part-time off campus than employed females; (3) in the Black Group (all Black students in the 1980 freshman class who agreed to participate), such sex differences were not found; (4) in the Representative Group, commuters were more likely than campus residents to be employed, while in the Black Group, commuters were less likely to be employed; (5) unemployed students in the Representative Group earned higher grade point averages in the first 2 years than employed students, but this difference disappeared after the second year; (6) in the Black Group, students in all employment categories had grade point averages less than 2.0, but in year 2 they were above 2.0, although this increase declined later in the year for black students employed full-time off campus; and (7) each year in the Representative Group, a greater proportion of students working part-time on campus (rather than working off campus or unemployed) returned the following year. Implications of the results and suggestions for actions to assist working students are discussed. Data are presented in several tables and an appendix. Contains 4 references. (KM)

ED 301 105 HE 021 942
Students' Perceptions of Campus Services. Maryland Longitudinal Study Research Highlights. Research Report 8.
Maryland Univ., College Park. Maryland Longitudinal Study Steering Committee.
Pub Date—88
Note—13p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ancillary School Services, *Black Students, *College Students, Commuting Students, Dining Facilities, Higher Education, Library Services, Longitudinal Studies, On Campus Students, Racial Differences, School Health Services, Sex Differences, *State Universities, *Student Attitudes, Student Personnel Services
Identifiers—College Juniors, *University of Maryland College Park
As part of the Maryland Longitudinal Study of 772 students entering the University of Maryland, College Park (UMCP) in 1980, the use and ratings of UMCP campus services by students in the third year of the study were analyzed. Findings included the following: (1) Representative Group (containing members of all ethnic groups) and Black Group participants made similar use of most services, although black students made greater use of Residence Hall staff, the Health Center, and the Financial Aid Office; (2) the most frequently used services by both groups included Stamp Student Union, Hornbake Undergraduate Library, the University Book Center, the Registrations Office, Dining Services and the Health Center; and some of those services were among those with the highest ratings; (3) females in both groups tended to use many of the services more than males; (4) services with the least positive ratings included Motor Vehicle Administration, Judicial Programs, Dining Services, the Registrations Office and the Financial Aid Office; (5) in the Representative Group, females rated five services significantly more positively than did males, but no gender differences in ratings were found for the Black Group; (6) in the Black group, on-campus residents were more likely than commuters to use campus minority services; and (7) residential status appeared to have little effect on ratings of services among either group. Implications for the improvement of campus services are discussed. Data are reported in two tables and four appendices. Contains 4 references. (KM)

ED 301 106 HE 021 945
Blake, Veronica M. Dinham, Sarah M.
Teaching Guidebook: An Introduction to Some Basics.
Arizona Univ., Tucson. Univ. Teaching Center.
Pub Date—Aug 88
Note—24p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, *Classroom Techniques, *College Instruction, *Course Content, Course Descriptions, Course Evaluation, Discussion (Teaching Technique), Educational Technology, *Faculty Evaluation, Grading, Higher Education, *Instructional Improvement, Laboratory Procedures, Lecture Method, Lesson Plans, Peer Evaluation, Self Evaluation (Individuals), *Student Evaluation, Student Evaluation of Teacher Performance, Teaching Assistants, Teaching Guides, Teaching Methods, Tests, Visual Aids, Writing Evaluation
A teaching guide designed for use by new university teaching assistants provides help in preparing for and carrying out instructional responsibilities. Separate chapters give guidance with: preparing the course description and syllabus, including writing objectives; selecting teaching strategies (lecture, discussion, and laboratory experience); preparing a lecture (selecting material, the role of short-term memory, lecture structure, and preparing lecture notes); hints for effective lecturing; planning and leading a discussion, with examples; planning a demonstration and supervising a laboratory; using media with instruction (chalkboard, overhead projector, slides, films and videotapes, and other technological tools); student evaluation and the grading process (test types and construction, assignments and projects, and grading); evaluating student writing; instructional evaluation and improvement (student evaluation of teachers, peer evaluation, and self-evaluation); and post-course evaluation. Contains 12 references. (MSE)

ED 301 107 HE 021 954
1987 New Hires and Total Employment, Massachusetts Public Higher Education.
Massachusetts State Board of Regents of Higher Education, Boston.
Pub Date—Aug 88
Note—32p.
Available from—Massachusetts Board of Regents, 1 Ashburton Place, Room 619, McCormack Building, Boston, MA 02108.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Faculty, *Employment Patterns, Faculty Recruitment, Females, *Higher Education, Males, Minority Groups, State Surveys, Trend Analysis
Identifiers—*Massachusetts, *Noninstructional Staff
Data from a survey on patterns in the hiring of new staff, both noninstructional and faculty, in Massachusetts public higher education institutions are presented and analyzed. The survey found that more women and minorities are being hired as full-time employees. More women than men were hired during 1987 and a higher percentage of women were hired than were employed during that year. Similarly, higher proportions of minorities were hired than employed during 1987. The hiring patterns of women and minority faculty were found to follow those of the total newly-hired population. The proportions of women and minorities hired as faculty during 1987 were considerably higher than the percentages of those groups employed as faculty during that year. While there were proportionately fewer women among the newly-hired faculty than among all new hires, relatively high percentages of minorities were found among the new hires. Individual institutional data on faculty, administrative, and professional non-faculty employees and new hires are presented in tables by sex and minority group. (MSE)

ED 301 108 HE 021 964
Nichols, David, Ed.
The Administration of Public Safety in Higher Education.
Report No.—ISBN-0-398-05330-8
Pub Date—2 Jun 87
Note—264p.
Available from—Charles C Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 ($39.75).
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Accident Prevention, Campuses, *College Administration, Community Relations, *Crime Prevention, Higher Education, *Law Enforcement, *Police School Relationship, Safety Education, *School Safety, School Security, Security Personnel
Identifiers—*Public Safety
A comprehensive study of public safety in higher education with an emphasis on effective management approaches is provided. An overview of the broad and complex functions that campus public safety performs today is offered by reviewing historical developments, gleaning current literature and research, and presenting innovative campus public safety programs. Four parts look at the following: (1) the importance of public safety within the campus community (the emergence of campus public safety in higher education, crime on campus, and toward a proper perspective: law enforcement versus service); (2) organization and management (organizational considerations, effective leadership and management, budget planning and records management, and personnel management); (3) operations: the delivery of services (law enforcement services, security and safety services, support services and equipment/facility considerations, and special services and programs; and (4) the enhancement of campus public safety (external relations: cooperation and involvement, and accomplishments and changes: an assessment). (SM)

ED 301 109 HE 021 966
Kuenstler, Gail Baugher
The Desk Guide to Training and Work Advisement.
Report No.—ISBN-0-398-05414-2
Pub Date—88
Note—213p.
Available from—Charles C Thomas, Publisher, 2600 South First Street, Springfield, IL 62794-9265 ($32.75).
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—*Career Counseling, College Students, *Counseling Techniques, Counselor Client Relationship, Employment Qualifications, Entry Workers, Higher Education, *Job Placement, *Occupational Information, *Student Employment
Specific education and training requirements for entry to all major occupations at a variety of levels are presented, and work information is provided (including how to figure out the requirements for entry into the vast number of occupations, understanding which training programs will actually lead to a good job, helping the client isolate interests and skills, and offering positive suggestions to the student with poor academics). The 40 chapters are presented in six sections as follows: (1) the five-step process (counseling context, how some successful people found their vocation, the process of vocational counseling, alternative ways to learn, and choosing the specific school program or job); (2) the biological sciences (fitness/sports training/physical therapies, animal science, horticulture, health worker, and biological research); (3) the manual arts (carpentry and cabinetmaking, crafts, professional cooking, electrical and mechanical work, plumber, auto mechanic, broadcast engineering, and aviation); (4) the arts (the fine arts, museum work and arts management, acting, dancing, technical theatre, photography, film/TV/video production, graphics, interior design, fashion design, and music); (5) business and communications (business, the behavioral sciences, advertising and marketing, teaching/law/-politics/government/foreign affairs, and writing); and (6) the numbers (the physical sciences, comput-

ers, engineering, actuaries/statisticians/economists, banking and finance, and bookkeeping and accounting). (SM)

ED 301 110 HE 021 967
Curry, Boykin, Ed. Kasbar, Brian, Ed.
Essays That Worked: 50 Essays from Successful Applications to the Nation's Top Colleges.
Report No.—ISBN-0-914457-14-4
Pub Date—86
Note—144p.
Available from—Mustang Publishing Company, Inc., P.O. Box 9327, New Haven, CT 06533 ($8.95).
Pub Type— Books (010) — Creative Works (030)
Document Not Available from EDRS.
Descriptors—Admission Criteria, Admissions Officers, College Admission, *College Applicants, *College Bound Students, Competitive Selection, *Creative Writing, Descriptive Writing, Eligibility, *Essays, Expository Writing, Higher Education
Identifiers—Application Forms
A collection of 50 essays from successful applications to various U.S. colleges is presented along with comments from admissions officers. It is noted that "right" and "wrong" essays do not exist, and with a little creativity and effort, almost any topic can make for an effective and memorable college application essay. Every essay gives a special insight into a student's personality that grades and test scores do not reveal. Each essay includes a comment by an admissions officer indicating the special qualities of the piece. Practical advice is given on what makes an essay work in the hopes of inspiring students applying to college to take advantage of their creativity. The essays are divided into seven groups: essays about the application process, self-description essays, realization essays, off-beat essays, thought essays, activity essays, and descriptive essays. Some of the essays are as follows: a poem about the admissions officer; a detailed cartoon about the application interview process; a description of the correct way to eat Doublestuff Oreos; a one-act play; and a description of a birthday party for a person's father 1 year after his death. (SM)

ED 301 111 HE 021 968
Cervero, Ronald M.
Effective Continuing Education for Professionals.
Report No.—ISBN-1-55542-127-X
Pub Date—88
Note—212p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($22.95).
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—Adult Education, *Adult Educators, Educational Development, *Faculty Development, Higher Education, Institutional Role, *Professional Continuing Education, Professional Development, Professional Education, Program Development
This book focuses on helping individuals to be effective educators and on helping improve the practice of continuing professional education. It identifies the elements of effective practice for continuing professional educators. The most common and important types of situations that continuing professional educators face, the range of choices open to them, and ways to make these choices are presented. Information is based on the premise that continuing educators in all the professions are working on similar educational processes and issues, and that individuals must see themselves as part of the collective enterprise of continuing professional education. Nine chapters discuss the following: (1) the dynamics of continuing professional education; (2) conflict over the goals of the educational process; (3) how professionals learn and acquire expertise; (4) fostering greater participation in educational activities; (5) differing institutional approaches to effective education; (6) deciding when to collaborate with other educational providers; (7) successful program development strategies; (8) determining whether programs are worthwhile; (9) and being effective in continuing professional education. Tables are included. Contains 282 references. (SM)

ED 301 112 HE 021 969
Seldin, Peter
Evaluating and Developing Administrative Performance. A Practical Guide for Academic Leaders.
Report No.—ISBN-1-55542-119-9
Pub Date—88
Note—258p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($22.95).
Pub Type— Books (010) — Tests/Questionnaires (160) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Administrator Effectiveness, *Administrator Evaluation, Check Lists, Educational Improvement, *Formative Evaluation, Higher Education, Leadership, *Management Development, Needs Assessment, *Personnel Evaluation, Professional Development, Questionnaires
The complete process of initiating and monitoring an evaluation program is presented, noting that the ability to assess the performance of administrators and implement programs to enhance their skills and abilities is essential to the effective management of higher learning institutions. Such field tested resources as evaluation forms, performance rating questionnaires, sample essay appraisals, and interview guidelines are included, and such programs as reward systems, mentoring, and workshops are described. Eight chapters discuss the following: (1) changing expectations and roles of academic administrators; (2) why assess administrative performance?; (3) evaluating administrative performance: what works and what doesn't; (4) planning, implementing, and managing a successful evaluation program; (5) ensuring a sound legal basis for evaluation activities; (6) strategies for developing and improving administrative performance; (7) providing opportunities for professional development on and off campus; and (8) evaluating and developing the president: a role model for the process. An appendix provides benchmarks for evaluating and developing administrative performance. Tables are included. Contains 113 references. (SM)

ED 301 113 HE 021 973
Sirotnik, Kenneth A., Ed. Goodlad, John I., Ed.
School-University Partnerships in Action: Concepts, Cases.
Report No.—ISBN-0-8077-2893-4
Pub Date—88
Note—247p.
Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (hardcover–ISBN-0-8077-2893-4; paperback–ISBN-0-8077-2892-6; $16.95).
Pub Type— Books (010) — Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors—*College School Cooperation, College Students, *Cooperative Planning, Coordination, Educational Cooperation, Higher Education, *Institutional Cooperation, Institutional Survival, Learning Strategies, Shared Resources and Services, *Student Development
Identifiers—Brigham Young University UT, Massachusetts Coalition for School Improvement, Metropolitan School Study Council NY, *Partnership in Education
A general paradigm for ideal collaboration between schools and universities is proposed. It is based on a mutually collaborative arrangement between equal partners working together to meet self-interests while solving common problems. It is suggested that reasonable approximations to this ideal have great potential to effect significant educational improvements not ordinarily possible outside of such a collaborative relationship. Ten papers are presented in three sections. Part I, Concepts, contains: "School-University Partnerships for Educational Renewal: Rationale and Concepts" (John I. Goodlad), and "School-University Relationships: An Interpretive Review" (Richard W. Clark). In Part II, Cases, includes: "The Metropolitan School Study Council: A Living History" (Ann Lieberman); "A Partnership for Increasing Student Learning: The Massachusetts Coalition for School Improvement" (Robert L. Sinclair and Anne E. Harrison); "The Southern California Partnership: A Retrospective Analysis" (Paul E. Hechman); "The Brigham Young University-Public School Partnership" (David D. Williams); and "Accents on Leadership: The Puget Sound Educational Consortium" (Pamela J. Keating and Richard W. Clark). Part III, Concerns, concludes with "The Meaning and Conduct of Inquiry in School-University Partnerships" (Kenneth A. Sirotnik); "Shared Problems and Shared Vision: Organic Collaboration" (Phillip C. Schlechty and Betty Lou Whitford); and "The Future of School-University Partnerships" (John I. Goodlad and Kenneth A. Sirotnik). (SM)

ED 301 114 HE 021 974
Birnbaum, Robert
How Colleges Work. The Cybernetics of Academic Organization and Leadership.
National Center for Postsecondary Governance and Finance, Tempe, AZ.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-126-1
Pub Date—88
Note—273p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($22.95).
Pub Type— Books (010)
Document Not Available from EDRS.
Descriptors—*Administrator Role, Administrators, *College Administration, College Planning, Communication (Thought Transfer), *Cybernetics, Decision Making, Governance, Higher Education, *Leadership, *Management Development, Organizational Climate, *Organizational Theories
Ideas that may help college and university administrators develop a more coherent and integrated view of the institutions they inhabit and, therefore, be more effective as they work in them are presented. Suggestions are made to help them think in more complex ways about their work and improving their performance. Thoughts are based on ideas that have been developed by many scholars in a number of fields over a period of more than 50 years. Ideas are presented in nine chapters in the following three sections: (1) understanding colleges and universities as organizations (problems of governance, management, and leadership in academic institutions; thinking in systems and circles: the structure and dynamics of academic organizations; and making decisions and making sense: the administrator's role); (2) models of organizational functioning (the collegial institution: sharing power and values in a community of equals; the bureaucratic institution: rationalizing structure and decision making; the political institution: competing for power and resources; and the anarchical institution: finding meaning in a community of autonomous actors); and (3) integrating the models (the cybernetic institution: providing direction through self-regulation and effective administration and leadership in the cybernetic institution). Contains 187 references. (SM)

ED 301 115 HE 021 981
Smith, P. And Others
Alternatives for Developing Teaching Effectiveness.
Pub Date—Nov 88
Note—22p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, Educational Quality, *Faculty Development, Higher Education, *Instructional Effectiveness, Instructional Improvement, Observation, Self Evaluation (Individuals), *Teacher Effectiveness, *Teacher Evaluation
Identifiers—Teacher Performance Assessment Instrument
Techniques for improving college teaching are presented, noting higher education faculty are being encouraged to evaluate and improve their teaching effectiveness in the classroom. Traditionally, faculty have relied upon student evaluations as a primary means for assessing and improving their teaching effectiveness. Literature on faculty development indicates an approach employing multiple means of assessing and improving instructional effectiveness can be even more useful. The techniques suggested are as follows: course materials analysis; field based evaluations; interviews of graduates; observation by colleagues (clinical observation and checklist observation); self-report journal; student evaluations; and videotape and self-analysis using Evaluation of Teaching Form. For each technique, there is a description of purpose and rationale, how to employ the technique, and analysis/use of results. These techniques offer a few possibilities for the improvement of teaching effectiveness. A self-designed system is recommended. Contains 4 references. (SM)

ED 301 116 HE 021 984
Higher Education Act. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, Sec-

and Session (Winooski, Vermont).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date—28 Mar 88
Note—96p.; Serial No. 100-67. Some pages contain small print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Finance, *Educational Legislation, Federal Aid, *Federal Legislation, Financial Needs, Hearings, *Higher Education, Policy Formation, Student Financial Aid
Identifiers—Congress 100th, *Higher Education Act 1980, *Reauthorization Legislation

The Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives met at St. Michael's College in Vermont to conduct the first hearing for the reauthorization of the Higher Education Act (due to take place in three years). Statements were heard on general higher education problems and financial aid from the following people: Brenda Bennett, student, Burlington College; Neiberta Brink, director of financial aid, St. Michael's College; Charles I. Bunting, chancellor, Vermont State Colleges; David P. Coseo, director of financial aid, University of Vermont; Daniel Couture, student, Essex Junction, VT; Raymond Dessault, Milton, VT; Gerald P. Francis, vice provost, University of Vermont; David B. Myette, director of financial aid, Champlain College; James M. Pollock, president, Green Mountain College; Paul Rice, president, St. Michael's College; Janice E. Ryan, president, Trinity College; Marcia Vance, director of financial aid, Burlington College; and Charles Vandermiller, Cambridge, Vermont. Prepared statements, letters, and supplemental materials are included. (SM)

ED 301 117 HE 021 985
Nurse Shortages. Hearing before the Subcommittee on Health of the Committee on Finance. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Report No.—Senate-Hrg-100-530
Pub Date—30 Oct 87
Note—138p.; Some pages contain small print.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Educational Legislation, Federal Legislation, Health Personnel, *Health Services, Hearings, Higher Education, *Nurses, Nursing Education, Policy Formation, *Public Policy
Identifiers—Congress 100th, *Nursing Shortage

The Subcommittee on Health of the Committee on Finance of the United States Senate met to examine the U.S. nursing shortage crisis which is adversely affecting the health care of all Americans, but particularly the elderly who consume a disproportionate share of health care services. It was intended to solicit views and recommendations from interested groups on ways to address this crisis, including possible changes in the medicare teaching adjustment to hospitals. Opening statements were heard from Senators George J. Mitchell, David Durenburger, John D. Rockefeller IV, and John H. Chafee. Public witnesses include the following people: Barbara Curtis, American Nurses' Association, Inc.; Jan Towers, American Academy of Nurse Practitioners; Christine Zambricki, Mount Carmel Hospital, Detroit, Michigan; Charles D. Jenkins, Union Memorial Hospital, Baltimore, Maryland; Margaret J. Cushman, the VNA Group, Inc., Waterbury/Hartford, Connecticut; Paul R. Willging, American Health Care Association; Nancy P. Greenleaf, University of Southern Maine, School of Nursing; and Nelville E. Strumpf, Gerontological Nurse Clinician Program, University of Pennsylvania School of Nursing. (SM)

ED 301 118 HE 021 986
Lodge-Peters, Dianne S.
The Qualitative Dimension.
Pub Date—Oct 88
Note—19p.; Paper presented at Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Behavioral Science Research, *Educational Research, Evaluation Methods, Higher Education, Organizations (Groups), *Qualitative Research, *Research Methodology, Social Science Research

The qualitative dimension of educational research methodology is explored, and the literature of qualitative methodology is reviewed so researchers may (1) understand more fully the qualitative dimension as it, in turn, fits within the parameters of educational research as a whole, and (2) have more informed access to the sometimes daunting array of literature that is available. Qualitative research is described as trying to uncover patterns which underlie social behavior (behavior which occurs in groups that have been ordered or organized over a reasonable length of time). When it takes the form of schooling, education can be said to occur in social groups which, over time, exhibit observable behavior. Qualitative inquiry delivers its truth value by a process called triangulation. Key to an understanding of qualitative inquiry is a consideration of grounded theory in which data drive theory, not vice versa. It is noted that qualitative research is not monolithic. Several pitfalls to avoid are noted, including how to cope with the chaos of data gathered without having made a priori assumptions. The importance of preserving the language of the respondents is stressed. It is noted that doing qualitative research entails persistently going back again and again to the sources in order to ensure that one has "got it right." Contains 22 references. (SM)

ED 301 119 HE 021 987
Spangehl, Stephen D.
Outcomes Assessment, Excellence, and the State University: Conflict in the Making.
Pub Date—26 Oct 86
Note—30p.; Expanded version of presentation made to the College Board National Forum, (New York, NY, October 26, 1986).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Students, *Educational Assessment, Educational Planning, *Educational Quality, Higher Education, Needs Assessment, *Outcomes of Education, School Effectiveness, *State Universities, *Student Development, Student Educational Objectives
Identifiers—*College Outcomes Assessment, *University of Louisville KY

State colleges and universities (SUs) are being forced by critics of higher education to reassess themselves and redirect their efforts. There is a movement to discover a simplistic and valid means of measuring excellence in higher education. Measuring student outcomes cuts through all the difficulties created by more standard attempts to find a reliable indicator of the educational effectiveness of institutions. However, the organization, funding, objectives, and directions of many SUs are ill-suited to the outcomes movement, and they react with hostility to any attempt by a state board or accrediting agency to measure their worth on a one-dimensional scale (since it seems unfair to make "what students learn" the basis for judging institutional quality and effectiveness). The future may bring a compromise in which outcomes measurement becomes an important factor in the financial formula by which SUs are supported. An examination of the reasons behind the University of Louisville's reluctance to embrace the outcomes movement is presented to shed some light on the way other SUs might react to such a situation. Some of the suggestions for narrowing the gap between advocates of student outcomes assessment and those reluctant to adopt it are: successful measurement requires an atmosphere of openness and informality; multiple measures of student education must be used; and outcomes can be measured in all of the activities of an institution. It is noted that improving education is unlikely to be the road to fame for any institution. (SM)

ED 301 120 HE 021 988
Marchese, Theodore J.
Assessment Update. Third Down, Ten Years to Go.
American Association for Higher Education, Washington, D.C.
Pub Date—Dec 87
Note—7p.
Available from—American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($3.00).
Journal Cit—AAHE Bulletin; v40 n4 p3-8 Dec 1987
Pub Type— Reports - Descriptive (141) — Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, *Educational Policy, Educational Quality, Evaluation, Higher Education, *Institutional Evaluation, *Outcomes of Education, *Role of Education, State Programs, *Student Development
Identifiers—*College Outcomes Assessment

Key aspects of assessment's rise as an issue are reported, and several lines of inquiry labeled assessment (and their assumptions) are examined. Concepts of assessment originated decades ago, but until recently people in higher education hearing the word did not view it as they do today. The early 1980s saw the argument that traditional gauges of quality (an institution's resources or reputational ranking) were of less value than a look at its contributions to the student learning. In 1985-86, this view of quality gained currency within the academy and among state policymakers. Colleges were being asked about their contribution to student learning and how they assure it. State interest in postsecondary assessment grew, and in 1987, the tone of state-level discourse about assessment turned more aggressive because there was a sense that colleges were dragging their feet. Nonetheless, a majority of states have not yet mandated anything, although most state leaders remain open to argument. Approaches to assessment are discussed with a focus on the following six assessment traditions: the assessment center; assessment as learning; assessment as program monitoring; assessing student learning and growth; assessment as standardized testing; and the senior examiner. The underlying assumptions in assessment across these six traditions are an eye on performance, a matter of method, and the improvement of performance. (SM)

ED 301 121 HE 021 989
El-Khawas, Elaine
Campus Trends, 1988. Higher Education Panel Reports Number 77.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
Report No.—HEPR-77
Pub Date—Sep 88
Note—70p.
Available from—American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC 20036-1193 ($5.00 ACE members, $8.00 nonmembers).
Pub Type— Numerical/Quantitative Data (110) — Tests/Questionnaires (160) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Curriculum, College Environment, *College Faculty, Educational Assessment, *Educational Finance, *Educational Trends, *Enrollment Trends, Faculty College Relationship, Faculty Development, *Higher Education, Institutional Characteristics, National Surveys, Trend Analysis
Identifiers—American Council on Education

The American Council on Education's (ACE) continuing project to monitor and report on changing practices in higher education, is reported in this fifth issue of "Campus Trends." The survey was conducted by ACE's Higher Education Panel, with questionnaires completed by senior administrators at 367 colleges and universities. Special attention was given to recent enrollment changes affecting colleges and universities. Changes since 1980 are examined along with administrator opinions about the major factors accounting for their enrollment gains or losses. Special attention was given to college and university faculty in light of significant shortages predicted for the next decade. Changes in college practices in such areas as tuition levels, faculty hiring and tenure levels, and assessment activities are also reported. Findings are organized by enrollment, financial status, college and university faculty, assessment, curriculum change, and important challenges ahead. Survey results include the following: American colleges and universities have been successful in meeting the dramatic challenge of dropping enrollment; many of them have begun to tackle issues of student assessment; and despite tight finances, progress has been made in improving faculty salaries. Areas of diversity include the facts

that colleges differ in their recent experience with enrollment, they have not shared equally in recent gains reported in alumni giving, endowment income, or grant and contract activity, and they vary in how they structure their requirements for general education. Two appendices provide a copy of the survey questionnaire and technical notes. Contains 14 references, 25 tables, and 6 figures. (SM)

ED 301 122 HE 021 990
Anderson, Charles J.
International Studies for Undergraduates, 1987. Operations and Opinion. Higher Education Panel Report Number 76.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
Spons Agency—EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.
Report No.—HEPR-76
Pub Date—Sep 88
Note—56p.; Also sponsored by Pew Charitable Trusts.
Available from—American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC, 20036-1193 ($5.00 ACE members, $8.00 nonmembers).
Pub Type— Numerical/Quantitative Data (110) — Tests/Questionnaires (160) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cross Cultural Studies, Degree Requirements, Higher Education, *International Studies, *Majors (Students), National Surveys, Program Administration, Questionnaires, Second Language Learning, *Study Abroad, Two Year Colleges, Undergraduate Study
A national survey by the Higher Education Panel of the American Council on Education was conducted to provide some insight into what is happening in undergraduate international studies. Important features of international studies as they appear at a large stratified national sample of institutions are enumerated. These features are foreign language requirements, study abroad programs, internationally oriented majors and minors, the role of international studies in general education, on-campus administration of international studies, and internationally focused library resources. The availability and emphases of international studies vary widely among institutions of higher education, with marked differences in the patterns displayed by four- and two-year institutions. Information is provided in two parts (international studies at four-year institutions and international studies at two-year colleges) with a focus on academic programs, administrative characteristics, and opinions about international studies. There appears to be greater involvement in and support for international studies in the four-year sector than among two-year colleges. Two appendices provide the survey instrument and technical notes. The report contains 29 tables and 20 figures. (SM)

ED 301 123 HE 021 992
Thompson, Patricia J.
The Rape of a Discipline: Home Economics under Attack.
Pub Date—88
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For related papers, see ED 232 537 and ED 260 200.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Departments, *Educational Discrimination, Equal Education, Feminism, Higher Education, *Home Economics Education, Intellectual Disciplines, *Organizational Climate, *Power Structure, *Sex Discrimination
Identifiers—*City University of New York Lehman College, Feminist Criticism
Changes in a Home Economics curriculum at Lehman College of the City University of New York from 1979-1988 are examined, and a line of inquiry first reported in 1983 is continued. A secondary, feminist analysis of the earlier data, combined with the current data, discloses the extent to which the patriarchal academy will go to attack the "mental world" of academic women. The feminist analysis suggests that all knowledge is gendered, and that power relations in academe are most acutely experienced by women in "low status" all-female departments such as Home Economics. A history of postsecondary education for women is provided with a focus on pertinent literature. It is noted that Home Economics has its own "space" among the academic disciplines, and that space is gendered female. Only recently has Home Economics been examined as a discipline influenced by the gender division of labor and distinguished by the cultural norms of femaleness. Home Economics (as an academic discipline) is in a unique position to illustrate gender and power issues in higher education and the way they influence perceptions of woman's "proper place" in the academy. It is concluded from research at Lehman College that the issue of gender influenced the power and status of the Department of Family and Consumer Studies, the University treated an all-woman's department differently, and the Home Economics department was not allowed to participate in the decisions that determined its academic destiny. Tables are included. Contains 33 references. (Author/SM)

ED 301 124 HE 021 993
Research in Progress 1986-87. A National Compilation of Research Projects on Philanthropy, Voluntary Action, and Not-for-Profit Activity.
Independent Sector, Washington, DC.
Pub Date—88
Note—572p.
Available from—Independent Sector, 1828 L Street, N.W., Washington, DC 20036 ($25.00).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors—Civil Rights, Culture, Donors, Economics, Employment, Government (Administrative Body), Guides, Health, Higher Education, Humanities, *Information Sources, International Studies, Justice, Liberal Arts, Media Research, Minority Groups, *Nonprofit Organizations, *Private Financial Support, Reference Materials, *Research Projects, Technology, *Volunteers, Womens Studies
The fifth edition of a reference volume designed to identify researchers and describe current research on issues of concern to the independent sector is presented. Its purpose is to offer an avenue for sharing information and to assist researchers in contacting colleagues who have similar research interests but who may be working in widely varying situations. It includes information on research covering giving, voluntary action, and not-for-profit activities. Ten sections are as follows: (1) general reference; (2) economics and finance; (3) government issues; (4) volunteerism; (5) nonprofit management; (6) philanthropy; (7) international; (8) special industry and subject studies; (9) index of authors; and (10) index of project titles. It is noted that the last edition of "Research in Progress" referenced 657 projects, and this edition references 916 projects with 560 entirely new entries. The topical areas with the fastest growth since 1982 are voluntarism, philanthropy, international studies, and general studies. Areas in which progress has not been made include special industry studies, environmental studies, consumer protection, and civil rights and advocacy organizational studies. Research Summary Sheets are included at the back of the volume, and readers are encouraged to submit their research for inclusion in the next volume. (SM)

ED 301 125 HE 021 994
Slotten, Marjorie Hacker
Mountain Plains Telecommunications: 1987 Survey of Colleges Serving Nonmetropolitan Distance Learners.
Pub Date—Nov 87
Note—96p.; Master of Education Thesis, Colorado State University.
Available from—Marjorie Hacker Slotten, P.O. Box 815, Colorado State University, Twin Fall, ID 83301 ($10.00).
Pub Type— Reports - Descriptive (141) — Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Access to Education, Adult Education, *Distance Education, *Extension Education, *Higher Education, Questionnaires, Satellite Facilities, *Telecommunications
Identifiers—Arizona, Colorado, Idaho, Nevada, New Mexico, *United States (Mountain Plains), Utah, Wyoming
Information is provided about the use of telecommunications in the delivery of postsecondary coursework to off-campus nonmetropolitan sites in the Mountain Plains states. The five chapters cover the following: introduction; review of the literature (shift to information society, underserved rural adult population, historical sketch, selected telecommunications systems, medium is not the message, and questions of evaluation); procedures; findings; and conclusions/recommendations. Topics reported include informational technologies used, the extent of use and application, the variety of clients and communities served, operational costs, faculty involvement and incentives, evaluation methods, services most needed, and future plans. Some of the many conclusions reached are: a very small group of potential distance learners in the Mountain Plains states are being served via telecommunications; further research into the issue of how to involve and motivate faculty to participate in telecommunications delivery is necessary; and statewide or regional incentives for innovation in the telecommunications field should be initiated by professional adult education groups. Nine appendices are as follows: Jonsen letter; National Technological University; Spencer model; cover letter to survey; survey instrument; respondents excluded; faculty incentives; 5-year plans; and directory of officials responding. Contains 42 references. (SM)

ED 301 126 HE 021 995
Looking Forward to the Year 2000: Public Policy and Philanthropy. Working Papers, Spring Research Forum (San Francisco, California, March 17-18, 1988).
Independent Sector, Washington, DC.; United Way Inst., Washington, DC.
Pub Date—88
Note—696p.
Available from—Independent Sector, 1828 L Street, N.W., Washington, DC 20036 ($75.00 prepaid).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - General (020)
EDRS Price - MF04/PC28 Plus Postage.
Descriptors—Citizen Participation, Corporate Support, Demography, Donors, Educational Assessment, Educational Finance, Ethics, Higher Education, Institutional Mission, Nonprofit Organizations, Philanthropic Foundations, *Private Financial Support, *Public Policy, School Business Relationship, Values
Forty-six working papers for presentation at a research forum on public policy and philanthropy are presented. Thirteen sections include the following topics: (1) looking forward to the year 2000: public policy and philanthropy (e.g. "Rationales for Tax Exemption," by Harvey P. Dale); (2) shifting boundaries among the sectors (e.g. "The Shifting Boundaries of the Independent Sector," by Jon Van Til); (3) accountability issues (e.g. "Accountability of the Independent Sector," by Marion R. Fremont-Smith); (4) public policy and nonprofit organizations (e.g. "Advocacy Movements for Children Since 1960," by Robert H. Bremner); (5) values and ethics (e.g. "Motivations for Giving and Voluntary Service," by Eugene J. Webb and Morris B. Eson); (6) demographic trends and new information about the sector (e.g. "The Future World of Work: Impact on the Independent Sector," by Linda J. Forbes); (7) philanthropy, public policy and the poor (e.g. "Public Needs, Private Response: Patterns in the Eighties," by Donna L. Chmielewski); (8) financing nonprofit organizations (e.g. "The Prospects for Volunteering Over the Next Five Years," by Robert J. O'Connor and Rebecca S. Johnson); (9) regional and community issues (e.g. "Regional Generosity and Civic Commitment," by Julian Wolpert); (10) public policy among major subsectors (e.g. "Private Higher Education: Public Policy and the Competition Issue," by Margot Stern Strom and Alan L. Stoskopf); (11) the nonprofit sector abroad (e.g. "The Public Sector and the Private: Organizational Choice and the Third Sector in Europe," by Helmut K. Anheir); (12) issues in corporate giving (e.g. "Cause-Related Marketing: Here to Stay or a Passing Fad?" by Kathleen A. Krentler); and (13) foundation issues and public policy (e.g. "Foundations and the Shaping of Public Policy," by James A. Smith). (SM)

ED 301 127 HE 021 997
Philanthropy, Voluntary Action, and the Public Good. Working Papers, Spring Research Forum (New York, New York, March 13-14, 1986).
Independent Sector, Washington, DC.; United Way Inst., Washington, DC.
Pub Date—86

Note—612p.
Available from—Independent Sector, 1828 L Street N.W., Washington, DC 20036 ($75.00 prepaid).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - General (020)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors—Advocacy, Donors, Educational Finance, Finance Reform, Higher Education, Institutional Mission, Nonprofit Organizations, Philanthropic Foundations, *Private Financial Support, *Public Policy, Volunteers
A collection of 37 working papers for presentation at a research forum on philanthropy, voluntary action, and the public good is presented. Thirteen sections provide information on the following subjects: (1) philanthropy, voluntary action, and the public good ("Partners in Public Service: Government and the Nonprofit Sector in the American Welfare State," by Lester M. Salamon, James G. Musselwhite, Jr., and Carol J. De Vita); (2) how foundations are faring (e.g. "A Survey of Private Foundations," by Margaret Riley); (3) the impact of foundation philanthropy on society here and abroad ("The Moral Basis of Capitalist Philanthropy," by Barry D. Karl); (4) corporate giving (e.g. "The Environment and Corporate Giving Behavior," by Joseph Galaskiewicz); (5) individual giving and volunteering (e.g. "The Charitable Behavior of Americans: Management Summary," by Arthur White); (6) who volunteers and why (e.g. "Volunteerism in America: Who Volunteers and Why?" by Harry E. Cotugno); (7) size, scope, and dimensions of the independent sector (e.g. "Toward a National Taxonomy of Exempt Entities," by Rusty D. Sumariwalla); (8) the management and distribution of resources of the independent sector (e.g. "Philanthropy Rights and Entitlement," by Julian Wolpert and Thomas A. Reiner); (9) philanthropy abroad (e.g. "American Jewish Philanthropy Abroad," by Marc Lee Raphael); (10) advocacy organizations (e.g. "Advocacy Organizations and Community Movements," by Robert Fisher); (11) current public policy and voluntary organizations (e.g. "Privatization as a Social Issue," by Forrest P. Chisman); (12) public policy among the subsectors (e.g. "Donors to Higher Education: Implications for Tax Policy," by Frank J. Balz); and (13) giving, volunteering, and public policy (e.g. "Tax Reform and Charitable Giving," by Lawrence B. Lindsey). (SM)

ED 301 128 HE 022 001
Application Statistics 1987.
Council of Ontario Universities, Toronto.
Report No.—ISBN-0-88799-230-7
Pub Date—Oct 88
Note—34p.
Available from—Council of Ontario Universities, 130 St. George St., Toronto, Ontario, Canada M5S 2T4.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Access to Education, Admission (School), College Admission, *College Applicants, College Bound Students, Educational Trends, *Enrollment Trends, Foreign Countries, Higher Education, School Registration
Identifiers—*Ontario
Summary statistics on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities (for the fall of 1987) are given. Data on registrations were received indirectly from the universities as part of their annual submission of USIS/UAR enrollment data to Statistics Canada and MCU. Fifteen tables provide data in the following areas: applications and registrations summary; applications and registrations ratios; active applications and registered applicants by university and category; active applications by choice preference for each university as a percentage of total active applications in each category; active applications and registered applicants by program grouping; active applications by choice preference as a percentage of total active applications for each program grouping; summary of regular applications, applicants and registered applicants by educational source of applicants; distribution of active applications by geographic origin of applicants; distribution of year five active applicants and registered applicants by age and sex; distribution of regular active applicants and registered applicants by age and sex; distribution of year five active applicants and registered applicants by country of citizenship and immigration status; distribution of regular active applicants and registered applicants by country of citizenship and immigration status; applicants and registered applicants by program and sex; and reconciliation of statistics on registered applicants in first-year post-year five programs, registered applicants, and first year registrants. Appended are programme groupings and geographic groupings. (SM)

ED 301 129 HE 022 021
von Destinon, Mark
Chicano Students: Applying Tinto's and Astin's Theories.
Pub Date—Oct 88
Note—43p.; Paper presented at the Annual Joint Conference of the Western College Reading and Learning Association and the Arizona Association for Developmental Education (1st, Phoenix, AZ, October 28-29, 1988).
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Persistence, Behavior Theories, *College Students, *Dropouts, Higher Education, *Mexican Americans, Models, School Holding Power, Spanish Americans, Student Attitudes, *Student Attrition, *Student Characteristics, Student College Relationship, Student Participation
Identifiers—Astin (A W), Chicanos, Tinto Theory
Chicano student dropout and persistence is discussed in terms of the theories of Tinto and Astin on student integration and involvement. An overview of each theory is presented with references to Chicano student retention, and a review of the literature on Chicano students is provided. The studies reviewed here identified Chicano student characteristics corresponding closely to those variables influencing attrition that were hypothesized by Tinto. The literature does not provide a clear picture of how these forces combine. However, toward that end, a composite is provided of the social and academic integration factors that influence Chicano student persistence. Each topical area in the composite is followed by references to the studies illustrating its importance. The topical areas in the composite are: academic integration, academic preparation, support services, faculty/student interaction, social integration, commitments/expectations, family support, family attitude toward education, parents' education and income, finances, and gender differences. Contains 120 references. (KM)

ED 301 130 HE 022 024
Wilson, Donald W. Taylor, James S.
The Pittsburg State University Strategic Planning Model.
Pittsburg State Univ., Kans.
Pub Date—88
Note—96p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Policy, *College Administration, College Faculty, *College Planning, College Role, College Students, Departments, Educational Objectives, Higher Education, *Long Range Planning, *Models, *Organizational Objectives, State Universities
Identifiers—Environmental Scanning, *Pittsburg State University KS, *Strategic Planning
A comprehensive strategic planning model that has been developed by Pittsburg State University (Kansas) is described. The model is presented in the following sections: University Planning and Coordinating Committee (UPCCI): The Beginning (position paper, mission statement, and continuing goals and objectives); strategic planning unit reviews (unit review model, annual strategic planning packet, sample unit plan, unit evaluations, unit assignments and schedule); internal unit assessment (sample department profile form, sample data from the Office of Institutional Research), environmental scanning (introduction and the model), the report to the president, and administrative utilization. A description of the membership rotation policy for the UPCCI is appended. Contains 18 references. (KM)

ED 301 131 HE 022 025
Hodgkinson, Virginia Ann Weitzman, Murray S.
Dimensions of the Independent Sector: A Statistical Profile. Second Edition.
Independent Sector, Washington, DC.
Pub Date—86
Note—173p.
Available from—Independent Sector, 1828 L St., N.W., Washington, DC 20036 ($35.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Donors, Economic Factors, Higher Education, *Private Financial Support, *Sociocultural Patterns, *Socioeconomic Status, Statistical Data, *Voluntary Agencies, *Volunteers
The second in a biennial series of statistical profiles of the independent sector (voluntary sector, third sector, or nonprofit sector) describes and charts the activities of groups and individuals associated with this sector. Included are voluntary organizations, foundations, the social responsibility programs of corporations, and people who contribute time and money. The data from which this information was drawn includes a variety of public and private sources, including census data, analyses of tax returns and national surveys of volunteerism. Chapter 1 provides an overview of the independent sector and its place in the U.S. economy (national income, employment and earnings, comparison of trends). Chapter 2 summarizes the total sources and uses of support for the independent sector (trends in sources of support, other income, the value of volunteer time, government support). Chapter 3 provides a detailed description and analysis of the total private sources of support, including individual giving, volunteering, foundation giving, and corporate contributions. Chapter 4 provides profiles (including employment, funds and expenditures) for each of these subsectors: health services; education and research; religious organizations; social services; civic, social and fraternal organizations; arts and cultural organizations; foundations; and legal services. Appendix A describes the framework and methodology of this study and the gaps in the information. Appendix B provides a glossary of terms. An index is also provided. (KM)

ED 301 132 HE 022 028
Menges, Robert J. Mathis, B. Claude
Key Resources on Teaching, Learning, Curriculum, and Faculty Development: A Guide to the Higher Education Literature.
Report No.—ISBN-1-55542-118-0
Pub Date—88
Note—406p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome St., San Francisco, CA 94104-1310 ($35.00).
Pub Type— Books (010) — Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors—Annotated Bibliographies, *College Curriculum, *College Faculty, *College Instruction, College Programs, College Role, College Students, Educational Theories, Educational Trends, *Faculty Development, Higher Education, Learning Theories, Outcomes of Education
This annotated bibliography provides a comprehensive guide to over 600 books and articles on teaching, learning, curriculum, and faculty development in colleges and universities. References are divided into the following sections and subsections and are alphabetized by author: overview of four literatures: teaching, learning, curriculum, faculty development (higher education as a field, publication patterns, master key resources, keeping current); teaching and teaching effectiveness (guidelines, personal accounts, planning and providing instruction, evaluating and improving instruction, research on instruction); learners and the learning process (learners and their development, learning processes, evaluation); college and university curricula: traditions, tensions and directions (history and philosophy, innovative curricula, evaluating curricula and programs); faculty and staff development: goals, trends and approaches (general resources, career development, development as teachers and individuals, organizational development); periodicals and reference tools (periodicals, indexes, databases, bibliographies); and key trends and issues for research and practice (diversity and fragmentation, networks and organizations, graduate training, topics and methods for future research, and the double-edged conservatism of higher education). About 10% of the entries are marked by stars, indicating that they are considered seminal contributions to the literature. Name and subject indexes are provided. (KM)

ED 301 133 HE 022 029
Tax Incentives for Education. Hearing before the Committee on Finance. United States Senate, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Report No.—Senate-Hrg-100-723
Pub Date—15 Mar 88
Note—350p.; Some pages contain small, light type.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Family Financial Resources, Finance Reform, Financial Needs, *Financial Support, Higher Education, Parent Financial Contribution, Postsecondary Education, *Student Costs, *Student Financial Aid, Student Loan Programs, *Tax Credits, *Tax Deductions, Tax Rates
Identifiers—Congress 100th, Paying for College, *Tax Incentives
The transcript of a hearing before the Senate Committee on Finance concerning tax incentives for education is presented. The statements of committee members and public witnesses testimony, both oral and written, are provided, as well as letters of support. Current tax expenditures for financial aid to college students, including student loan programs, are discussed, as are the rising costs of college tuition and the difficulties students and their families have in meeting these costs. A variety of tax incentives to cover college costs are also discussed, including savings account and savings bond programs and the continuation of the tax deduction for employer-paid educational expenses. A summary of the proposed tax incentives currently before Congress is provided, as are the provisions of current laws and an appendix on the background of direct aid to students for postsecondary education. (KM)

ED 301 134 HE 022 030
Barbett, Samuel F. And Others
State Higher Education Profiles, 1988 Edition. A Comparison of State Higher Education Data for FY 1986.
National Center for Education Statistics (ED), Washington, DC.
Report No.—CS-88-204
Pub Date—Oct 88
Note—899p.; 539 numbered pages are 11 inches high, 8.5 inches wide, requiring 899 microfiche frames.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF06/PC36 Plus Postage.
Descriptors—College Faculty, Comparative Analysis, Contracts, Degrees (Academic), *Educational Finance, Endowment Funds, *Enrollment Trends, *Expenditures, Federal Aid, Fellowships, Grants, *Higher Education, Income, Library Expenditures, National Surveys, Private Colleges, Public Colleges, Scholarships, *State Aid, Statistical Data, Teacher Salaries, Universities
The second edition of this annual profile presents a combination of statistics and indicators concerning national and state involvement, support and performance in higher education. Twelve statistical tables are provided for each state, the District of Columbia and the nation covering enrollment, full-time faculty, revenues, expenditures, and degrees and other formal awards offered. Included are statistical indicators of the status of higher education in a particular sector. The indicators adjust for the size of a sector where size is alternately defined as the number of full-time-equivalent (FTE) students or the number of full-time faculty. Several indicators are also adjusted for the size of the population served. Each state-level statistic is accompanied by an index that is the percentage difference between the state statistic and the national average for the statistic. Chapter 1 presents the national data (FTE enrollments, revenues, expenditures, and degrees awarded, by type and level of institution), and Chapter 2 provides the state ranking tables (FTE enrollment, average faculty salary, revenues, expenditures and appropriations). Chapter 3 presents a statistical profile for each state. Appendix A provides information on sources of data and definition of terms, and Appendix B gives a classification of institutions by state. (KM)

ED 301 135 HE 022 031
Ranta, Katheryn M. Sigl, Doris M.
Survey of Twelve Selected Geriatric Pharmacy Programs. Internal Report.
Ohio Valley Appalachia Regional Geriatric Education Center, Lexington, KY.
Pub Date—12 May 87
Note—48p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Allied Health Occupations Education, *College Curriculum, College Programs, Comparative Analysis, *Geriatrics, Graduate Study, Higher Education, *Pharmacy, *Professional Education, Professional Training, Surveys, Undergraduate Study
Identifiers—Telephone Surveys
A telephone survey was conducted of 12 U.S. pharmacy programs that had been identified as having curricular programs in geriatric pharmacy. The data collected is intended to assist faculty in the Ohio Valley Appalachia Regional Geriatric Center to assess their curricula and determine future directions for the geriatric pharmacy programs. The following significant aspects of the program surveyed were identified: at least one faculty member takes a leadership/coordination role for the program; the pharmacy school administration supports the program; most programs fund baccalaureate and doctoral courses from general operating funds, although outside monies contribute to postdoctoral activities; the faculty leader enlists faculty in pharmacy and other disciplines to teach courses; freestanding 100% geriatric pharmacy courses enable students to move from basic knowledge to application; didactic courses are elective, but 30% draw 30 or more pharmacy students per year; four programs require a geriatric clerkship at the doctoral level; a variety of clinical settings are utilized; and seven programs enroll students from other health science disciplines in a geriatric pharmacy course. A set of tables comparing the programs is appended. Contains 4 references. (KM)

ED 301 136 HE 022 032
Chiropractic Handbook.
New York State Education Dept., Albany. Office of the Professions.
Pub Date—Sep 88
Note—64p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Allied Health Occupations Education, Certification, Higher Education, *Licensing Examinations (Professions), *Professional Education, Professional Training, *Standards, *State Legislation, *State Licensing Boards
Identifiers—*Chiropractic Profession, New York
The laws, rules and regulations of the State Education Department governing chiropractic practice in New York State are provided in this handbook. Requirements and procedures are also highlighted, and the forms for obtaining a license and first registration as a chiropractor are provided. The booklet is divided into the following sections: professional regulation in New York State, licensure requirements, licensure forms, education law, Commissioner's regulations, rules of the Board of Regents, other regulations, listing of approved chiropractic colleges, reference texts, and laboratory tests. (KM)

ED 301 137 HE 022 033
Public Accountancy Handbook.
New York State Education Dept., Albany. Office of the Professions.
Report No.—88-7281; PLS-HB-07
Pub Date—Nov 88
Note—100p.; For previous edition, see ED 293 476.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Accounting, Certification, *Certified Public Accountants, Higher Education, *Licensing Examinations (Professions), *Professional Education, Professional Training, *Standards, *State Legislation, *State Licensing Boards
Identifiers—New York
The laws, rules and regulations of the State Education Department governing public accountancy practice in New York State are provided in this handbook. Licensure requirements are also described, and the forms for obtaining a license and first registration as a certified public accountant are provided. The booklet is divided into the following sections: professional regulation in New York State, licensure requirements, licensure forms, education law, Commissioner's regulations, rules of the Board of Regents, Board's policy state on non-public experience, and a listing of accounting programs registered by the Department as qualifying for admission to the licensing examination. (KM)

ED 301 138 HE 022 076
Taylor, Barbara E.
Working With Trustees. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-1
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, *College Administration, Governance, *Governing Boards, Higher Education, *Leadership Responsibility, *Teacher Administrator Relationship, *Trustees
Identifiers—ERIC Digests
A discussion of college governance by lay boards of trustees focuses on the sources and nature of trustees' authority and, by extension, of faculty and administrators' influence on boards. It chronicles briefly the history of the lay board and the reasons for its continued use in modern institutions. Criticisms and defenses of lay trusteeship are examined, including those concerning the nature of the public interest in higher education, the contributions of boards to serving that interest, the legitimacy of trustees, and their competence to govern. The theoretical and actual responsibilities of governing boards are compared, and ways in which faculty and administrators can share authority with boards are discussed. It is concluded that senior administrators can influence a board's work by communicating with trustees, controlling board agendas and background information, influencing the selection and development of trustees, motivating desired behavior, and establishing strong relationships with faculty and other constituents who legitimate administrative authority. Faculty influence on boards derives from boards' and administrators' desire to share authority with faculty and from faculty's own authority within the institution. (MSE)

ED 301 139 HE 022 077
Kaplowitz, Richard A.
Selecting College and University Personnel. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-2
Pub Date—88
Contract—RI88062014
Note—3p.; For the report on which this is a digest, see ED 282 488.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Selection, Affirmative Action, College Administration, Confidentiality, Consultants, Disclosure, Employment Interviews, Employment Practices, *Faculty Recruitment, Females, Higher Education, Interviews, Minority Groups, *Personnel Selection, Salary Wage Differentials, *Search Committees (Personnel), Teacher Salaries
Identifiers—ERIC Digests, *Open Meetings
A discussion of the faculty and administrator selection process looks at the function of search committees, the issue of confidentiality in records, and societal issues that need to be addressed. A number of factors in the effective use of search committees are outlined, including breadth of committee membership, quality of communication within the committee, focus on institutional needs, generation of a good candidate pool, use of consultants, maintenance of confidentiality, resolution of salary fairness issues, affirmative action efforts, attention to candidates' positive personal attributes, good interviewing techniques, using personnel office support, and thoughtfulness. Confidentiality is seen as essential in securing the strongest candidates, particularly when candidates are employed elsewhere. Two soci-

etal concerns in personnel selection include open meeting (sunshine) laws and the need to develop actively the talents and abilities in the minority population that are not being nurtured at present. (MSE)

ED 301 140 HE 022 078
Glaser, Judith S.
The Master's Degree. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-3
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Curriculum Design, *Degree Requirements, Educational Change, Educational Innovation, Educational Quality, *Graduate Study, Higher Education, Intellectual Disciplines, *Masters Degrees, *Professional Education, Program Evaluation
Identifiers—ERIC Digests
The master's degree is reviewed in terms of its current status and rate of conferral, its diversity, standards, and the dominant program models. Changes in the patterns of master's degrees conferred, by disciplines, are examined, and problems associated with the proliferation of degrees are noted. Diversity in curricular models is cited as a source of concern because it makes comparison of programs, fields, and credentials difficult. It is suggested that the master's degree may be becoming the first professional degree, reflecting contemporary society's increased interest in more utilitarian and measurable objectives. Issues in assessment of program quality are addressed, including the roles of accreditation, state oversight, and institutional self-study. Major issues in program design are outlined, the principal one being the balance of theory and practice. Other issues include specialization and multidisciplinarity, admission and degree requirements, access and standards, and modes of instruction and delivery. Factors motivating and inhibiting change in the master's degree are examined. It is concluded that the master's degree must be approached as a class of degrees rather than as a generic model, and as a credential sought increasingly for its own merits rather than in relation to the bachelor's or doctoral degree. (MSE)

ED 301 141 HE 022 079
Chronister, Jay L. Kepple, Thomas R., Jr.
Retirement Programs for Faculty. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-4
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Early Retirement, Employment Practices, Higher Education, *Incentives, Personnel Policy, Program Development, Program Effectiveness, Retirement Benefits, *Teacher Retirement
Identifiers—ERIC Digests
An incentive early retirement program is an arrangement between employer and employee that provides tangible inducement or reward for voluntary early retirement. It may be a formal program or an ad hoc agreement negotiated with the institution. The most common incentives include severance pay, liberalized actuarial reduction, annuity enhancements, bridging benefit payments, partial or phased retirement, and other basically nonmonetary perquisites. Most institutions offer more than one incentive. Key factors in program development include faculty's role in the planning process, consideration of institutional characteristics and history, and federal and state regulations. Although observers do not agree unanimously on the effectiveness of such programs, most evidence supports their use. Effectiveness must be viewed from the perspectives of the needs and interests of both faculty and institution. Faculty acceptance is found to be higher than anticipated, but a possible disadvantage is the loss of valued faculty members. Incentive early retirement programs are likely to become increasingly popular as the cap on mandatory retirement is lifted. (MSE)

ED 301 142 HE 022 080
Nash, Nancy S. Hawthorne, Elizabeth M.
Corporate Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-5
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competition, *Corporate Education, Credit Courses, *Educational Change, Enrollment Rate, Higher Education, Industry, Institutional Cooperation, *Professional Continuing Education, *School Business Relationship
Identifiers—ERIC Digests
Corporate education is an extensive, multifaceted endeavor, costing billions of dollars, educating millions of people, and absorbing many working hours annually. Offerings range from remedial to postgraduate level management and technical courses. Corporate educators are fulfilling educational needs of nontraditional students, often before colleges and universities respond. These educational efforts could threaten the health and devalue the worth of higher education, but in fact, corporate education is compatible with-indeed complements-traditional higher education. Corporate education is structured similarly to collegiate instruction, facilitating transfer and student mobility and making possible a variety of cooperative efforts. Corporate programs have also opened channels of communication between business and schools concerning educational content and methods. The growth of corporate education is a stimulus to both internal collegiate debates and public policy-making. Many profitable educational ventures have begun with employers' recognition of their responsibilities to employees. Corporate education is well-established, a large enterprise, and increasingly professional. There is room for accommodation and cooperation that will serve both learners and their educational providers. (MSE)

ED 301 143 HE 022 081
Claxton, Charles S. Murrell, Patricia H.
Learning Styles. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-6
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, *Cognitive Style, *College Instruction, College Students, *Curriculum Development, Higher Education, Individual Differences, *Instructional Effectiveness, *Minority Groups, Research Needs, Staff Utilization, *Student Personnel Services, Teacher Qualifications, Teacher Selection
Identifiers—ERIC Digests
Learning style is a concept that can be important in the movement toward improved college teaching and learning. Information about students' learning style can help faculty become more sensitive to the differences students bring to the classroom and can guide the design of learning experiences that either match students' styles or stimulate learning in new ways. Information about learning style is also helpful in counseling and orientation and in staff utilization and development. The most pressing research needs are in the areas of (1) the learning styles of minority students and in the development of measurement instruments that take cultural attributes into account, (2) the effects of incongruence between teaching methods and students' learning styles, and (3) the relationships between learning style, developmental stage, disciplinary perspectives, and epistemology. More effective learning can be promoted through (1) professional development activities on the application of the concept of learning styles, (2) encouragement of classroom research, especially using the concept of learning styles, (3) developing curricular experiences that help students learn to learn, and (4) in hiring faculty, considering candidates' understanding of teaching-learning practices that take into account individual differences. (MSE)

ED 301 144 HE 022 082
McDade, Sharon A.
Leadership in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-7
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, Administrator Qualifications, *College Administration, Higher Education, *Leadership Training, *Management Development, *Professional Development
Identifiers—ERIC Digests
Since many senior academic administrators of colleges and universities first trained for academic careers in research and teaching, they have had minimal management training. Both academic and nonacademic officers with administrative experience find they must quickly develop the different knowledge and skills needed to manage an institution when they move into senior administrative positions. In surveys, organization and planning skills are seen by administrators as the most important, human skills are placed second, and financial management and control are ranked third. Professional development for management is accepted in business, industry, the military, and government. Although the benefits are easy to identify, value is difficult to quantify beyond anecdotal evidence. The benefits of professional development must also be balanced against the drawbacks of participating, including career timing, obsolescence of training, costs in time and money, and the issues of selection, integration, evaluation, and feedback. However, the evidence that does exist on the benefits still outweighs the disadvantages for many administrators. Effective professional development experiences must be part of an integrated, comprehensive organizational plan that links development activities with the actual tasks and responsibilities of the job. (MSE)

ED 301 145 HE 022 083
Alfred, Richard L. Weissman, Julie
Public Image and the University. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-8
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *College Planning, Higher Education, *Institutional Advancement, Institutional Characteristics, Institutional

Research, *Marketing, Public Opinion, *Public Relations, *Reputation, Resource Allocation
Identifiers—ERIC Digests, *Institutional Image
A discussion of institutional stature in higher education focuses on its development and determination and strategies for its enhancement. The central theme is that although colleges and universities are affected by trends in the external environment, they can plan, respond, act, and organize themselves to improve their stature. The report examines the dimensions of stature and then looks at the dynamics of enhancement: the coordinated actions that institutions can take beyond marketing and public relations to address forces in the environment while simultaneously educating the public about important goals, purposes, outcomes, and benefits of postsecondary education. Stature is seen as the product of an environment in which multiple forces influence the exchange of resources between universities and different constituencies; inputs in the form of constituents' needs and expectations; attributes of organization and performance; a conversion process that transforms inputs into decision; outputs to multiple constituencies; formal and informal communication about outputs to constituencies; and feedback in the form of public perceptions of the outputs. It is concluded that institutions can enhance their stature by four strategies: strategic assessment, resource allocation, outcomes assessment, and image management. (MSE)

IR

ED 301 146 IR 013 329
Mandinach, Ellen B. Thorpe, Margaret E.
The Systems Thinking and Curriculum Innovation Project. Technical Report, Part 1.
Educational Technology Center, Cambridge, MA.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ETC-TR87-6
Pub Date—Sep 87
Contract—400-83-0041
Note—51p.; A six-page article from the "New York Times Magazine" of April 8, 1973, reproduced in Appendix B, is barely legible. For part 2 of this technical report, see IR 013 470.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Cognitive Processes, *Computer Simulation, *Computer Software, Curriculum Development, Intermode Differences, Models, Science Instruction, Secondary Education, *Secondary School Science, Social Studies
Identifiers—Brattleboro Union High School VT, *Systems Dynamics, *Systems Thinking and Curriculum Innovation Project
This document reports on the first year of the STACI (Systems Thinking and Curriculum Innovation) project, a two-year project which is examining the cognitive demands and consequences of using the STELLA (Structural Thinking Experimental Learning Laboratory with Animation) software to teach systems thinking, content knowledge, and problem solving. The study is also examining the extent to which this approach helps students to acquire higher-order thinking skills and generalize their new knowledge and skills to other areas. Teachers in physical science, biology, chemistry, and social studies at Brattleboro Union High School (Vermont) designed and tested ways to use STELLA; traditionally taught courses provided control. In addition to time constraints, teachers identified five difficult aspects of their task: (1) determining the appropriate sequence of knowledge that should be followed in teaching systems thinking; (2) identifying the points in the curriculum where systems thinking can best be used; (3) developing models that illustrate systems thinking but are simple enough for students to understand; (4) deciding how and when to introduce STELLA; and (5) assessing the effectiveness of systems thinking for teaching particular concepts. Teachers made progress in curriculum development, and students responded well to the new instructional materials. The teacher questionnaire, a class assignment, an analysis of time spent on curriculum topics, and a reprint of an article on the project are appended. (13 references) (Author/MES)

ED 301 147 IR 013 403
Clancey, William J.
Qualitative Student Models.
Stanford Univ., Calif. Dept. of Computer Science.
Sponsor Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.—KSL-86-15; ONR-TR-18; STAN-CS-87-1171
Pub Date—May 86
Contract—N00014-85K-0305
Note—84p.; In: Annual Review of Computer Science, 1986, Volume 1, p.381-450.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Artificial Intelligence, *Cognitive Structures, *Computer Assisted Instruction, Computer System Design, Educational Diagnosis, Higher Education, *Instructional Design, Man Machine Systems, *Models, Programing, Qualitative Research
Identifiers—*Intelligent Tutoring Systems, *Interactive Computer Systems
The concept of a qualitative model is used as the focus of this review of qualitative student models in order to compare alternative computational models and to contrast domain requirements. The report is divided into eight sections: (1) Origins and Goals (adaptive instruction, qualitative models of processes, components of an artificial intelligence based instructional program, contrast with traditional computer assisted instruction, historical progression, and the range of existing programs); (2) Scope of the Review (review topics, important distinctions, relation to cognitive psychology, relation to other areas of artificial intelligence, and special emphases); (3) The Role of Qualitative Models in Instruction (explanation of qualitative models, situation-specific models, simulation or executable models, representation requirements, and the central role of diagnosis); (4) Student Model Assessments; (5) Contrast between Formal and Physical Domains (written notation and operators, subtraction compared to medical diagnosis, artifactual vs. natural functionality, and algorithmic vs. heuristic inference); (6) Types of Qualitative Process Models (process models of reasoning, behavioral vs. functional process models, levels of abstraction, idealized competence vs. individual models, computational representations for qualitative models, classification vs. simulation models of bugs, overlay vs. bug models, and pragmatic considerations); (7) Constructing Situation-Specific Process Models (simulate variations of the inference procedure, simulate variations in the program's general domain model, and derivation of the inference procedure); and (8) Conclusions (recapitulation, methodology, state of the art, and trends). A brief guide to the literature is included. (191 references) (MES)

ED 301 148 IR 013 470
Mandinach, Ellen B. Thorpe, Margaret E.
The Systems Thinking and Curriculum Innovation Project. Technical Report, Part 2.
Educational Technology Center, Cambridge, MA.
Sponsor Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ETC-TR88-12
Pub Date—Feb 88
Contract—400-83-0041
Note—48p.; For Part 1 of this technical report, see IR 013 329.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Tests, *Cognitive Processes, *Cognitive Tests, Comparative Analysis, Computer Simulation, Computer Software, Correlation, Curriculum Development, *Intermode Differences, Mathematics Curriculum, Secondary Education, *Secondary School Science, Social Studies, *Systems Approach
Identifiers—Brattleboro Union High School VT, *Systems Thinking and Curriculum Innovation Project
This is the second of two reports on the first year activities and results of the Systems Thinking and Curriculum Innovation Project (STACI), a two-year project which is examining the cognitive demands and consequences of using the STELLA (Structural Thinking Experimental Learning Laboratory with Animation) software to teach systems thinking, content knowledge, and problem solving. This report focuses on the performance of students at Brattleboro Union High School (Vermont) in physical science, biology, chemistry, and social studies on standardized and other tests; traditionally taught courses provided control. Four types of data are analyzed: (1) performance on achievement and ability tests and differences between students in traditional and systems classes within subjects; (2) performance on a reference battery of four cognitive tests and differences between subject classes; (3) performance on content-knowledge tests and the relationship between content and achievement tests; and (4) performance on systems thinking instruments, including the characteristics of the tests and the performance of students in different subject areas. Finally, interrelationships among all four types of data are examined and correlations are noted. The general effectiveness of each type of test is considered, and possible adjustments, changes, and revisions for the coming academic year are discussed. In addition, a new focus on self-regulated learning is detailed. Analyses of the data are presented in six tables within the text and five appended tables. (10 references) (EW)

ED 301 149 IR 013 489
Schack, Edna O.
The Application of Electroencephalography to Computer Assisted Instruction: A Conceptual Framework.
Pub Date—Feb 88
Note—7p.; Paper presented at the Annual Regional Conference of the Growth and Research Organization for Women (7th, Morehead, KY, February 25-26, 1988).
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behaviorism, *Cognitive Processes, *Computer Assisted Instruction, Educational Research, *Electroencephalography, *Instructional Design, *Learning Theories, Research Needs, *Research Utilization, Theory Practice Relationship
This paper examines the possibility of developing a conceptual framework on which future research on the application of electroencephalography (EEG) to computer-assisted instruction (CAI) could be based. Consistent associations between EEG and cognitive functions for learning and instruction have the potential for bringing cognitivism into the realm of behaviorism, i.e., electrical brain activity could be behavioral evidence of cognition. These associations would be based on the possibility of detecting and responding to the internal conditions of learning via EEG in such a way that instructional design would become a technology. A comprehensive scientific theory of learning and instruction would be developed based on identification and testing of all of the instructional variables, and based on physiological evidence, scientifically proven cognitive models, and empirical evidence from instructional environments. However, while the potential for such a theory exists, the reality of it remains unknown, and educators must, to some degree, continue the craft of quilting together the theories and variables of learning and instruction as new evidence is revealed, rather than attempting to construct "comprehensive" theories that are not empirically based. (4 references) (EW)

ED 301 150 IR 013 490
DuPlessis, P. G., Comp.
Distance Teaching in Education and Training in the RSA. Report of the Work Committee: The Role of Distance Teaching in Providing Formal, Non-Formal and Informal Education in the RSA of the HSRC Education Research Programme. No. 9.
Human Sciences Research Council, Pretoria (South Africa).
Report No.—ISBN-0-7969-0569-X
Pub Date—87
Note—119p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Blacks, *Distance Education, Educational Technology, Foreign Countries, Literacy, *Needs Assessment, Second Language Instruction, *Training
Identifiers—*South Africa
This study investigates ways in which distance education could make a greater contribution toward solving the education problems in the Republic of South Africa. The nature of distance education and the types of distance education institutions are examined, and typical characteristics of distance teaching as compared with contact teaching are also considered from an institutional point of view. Seven South African learning needs which may be addressed by distance education are identified: (1) general literacy; (2) language training; (3) concep-

tual development (compensatory teaching); (4) in-service teacher training; (5) adult education beyond literacy; (6) training of industry trainers; and (7) common occupational and general life skills in the work situation. Particular attention is given to the educational needs of the black and colored populations of South Africa. In addition, the existing distance education infrastructure in South Africa is described. Ten specific recommendations are made, some in relation to the specific areas of learning, and some with regard to the standing and practice of distance education in South Africa. The text is supplemented by 14 tables and three diagrams, and nine appendices provide further details on the issues raised in the text. (40 references) (Author/EW)

ED 301 151 IR 013 491

Field Survey, Preparation and Field-Testing of Neo-Literate Materials. Proceedings of the Regional Workshop on the Preparation of Literacy Follow-Up Materials in Asia and the Pacific (5th, Pune, Maharashtra, India, November 9-18, 1987). Final Report.

Asian Cultural Centre for UNESCO, Tokyo (Japan).; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Pub Date—Feb 88

Note—124p.; For the proceedings of the third and fourth workshops, see ED 278 368 and ED 285 572.

Pub Type— Collected Works - Proceedings (021) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Developing Nations, Field Tests, Foreign Countries, *Games, *Literacy Education, *Material Development, *Nonprint Media, *Reading Materials, Rural Development, Workshops

Identifiers—Asia, *Neoliteracy, Pacific Region

This report documents the proceedings of a workshop designed to provide training experience for the participants in the development, distribution, and utilization of neo-literate materials relevant to the needs of rural peoples in the countries of Asia and the Pacific region. A summary of the activities and presentations made at the workshop is followed by descriptions of the activities of three working groups which carried out field surveys and prepared and field tested a booklet, a poster and game, and audiovisual materials. The next section provides the full text of a Unesco report; country reports on literacy activities in China, India, Indonesia, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, Thailand, and Vietnam; the keynote address, "Post-Literacy and Continuing Education" (Chitra Naik); and two papers, "Material Management in Post Literacy and Continuing Education Program in India" (Anil Sinha) and "Format and Design of Neo-Literate Materials" (Shinji Tajima). Plans for national follow-up activities prepared by national teams of participants are then presented. The report concludes with 14 recommendations for action by Unesco, the ACCU (Asian Cultural Centre for Unesco), and member countries. An annex includes the workshop agenda, a participant list, and other particulars of the workshop; five speeches presented by various officials are appended. The text is supplemented by various charts, tables, and illustrations. (EW)

ED 301 152 IR 013 492

Mikkelsen, Vincent P. Gerlach, Gail

Teaching Keyboarding Skills to Elementary School Students in Supervised and Unsupervised Environments.

Pub Date—Apr 88

Note—18p.; Paper presented at the Annual Meeting of the New England Education Research Organization (Rockland, ME, April 27-29, 1988).

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Covariance, Attention, *Computer Assisted Instruction, Elementary Education, *Elementary School Students, *Intermode Differences, *Keyboarding (Data Entry), Pretests Posttests, Sex Differences, *Supervision, Teaching Methods

This study tested the effectiveness of a typing tutorial in teaching keyboarding skills to middle- and upper-grade elementary school students in both supervised and unsupervised environments. Subjects were 56 students enrolled in grades three through six, who were divided into two groups, supervised and unsupervised, and subdivided by grade (third and fourth together, and fifth and sixth together). Students were pretested for typing proficiency, and then completed lessons from the tutorial, "Microtype: The Wonderful World of Paws." In the supervised condition, research assistants monitored students for proper keystroking technique, while in the unsupervised condition, research assistants answered questions but offered no suggestions about proper keystroking techniques. After the completion of 14 lessons, a posttest was administered. Students were found to have made similar progress in the development of their keyboarding skills regardless of environment, supervised or unsupervised, grade level, gender, or prior experience with typing. An increase in words typed per minute occurred in all four grade levels, and in all environments, except for the sixth grade students in the supervised environment. Analysis also indicated that there was no difference between students in the supervised and unsupervised environments in terms of whether they placed their hands on the home keys, or where they focused their visual attention during the keyboarding sessions. Data analyses are displayed in four tables. (13 references) (EW)

ED 301 153 IR 013 493

Zellner, Ronald D., Ed. And Others

Technology in Education: Implications and Applications.

Texas A and M Univ., College Station. Instructional Research Lab.

Pub Date—87

Note—144p.

Pub Type— Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Cognitive Processes, *Computer Assisted Instruction, *Computer Oriented Programs, Database Management Systems, *Educational Research, *Educational Technology, Elementary Secondary Education, *Microcomputers, Reading Instruction, Telecommunications

Nine of the 15 papers in this collection consider the current uses of technology in education and the implications of this use; the six remaining papers focus on applications of technology in education. The papers are: (1) "A Qualitative Synthesis of Pictorial Complexity on Learner Achievement" (Jay Angert, Jon Denton, and Francis Clark); (2) "Information Management in Our Schools: A Time for Change" (Leonard Lindstrom); (3) "A Systematic Approach to the Development of Campus Level Administrative Information Management Systems" (Steve Wilson); (4) "Defining the Role of Calculators and Computers in the Learning and Teaching of Secondary School Mathematics" (Robert Kansky); (5) "Telecommunications: Applications and Considerations for Use" (Jon Denton, Michael O'Connor, and Robert Rossing); (6) "Educational Computing: A Good Buy for K-12 Education? Maybe Not" (Michael Burger); (7) "Selected Research on Computer-Assisted Instruction in Reading" (Barbara Schaudt); (8) "Computer Application in Second-Language Learning" (Viola Flores-Tighe and David Zuflet); (9) "Teaching the Handicapped and Disadvantaged via Computer: What We Have Learned from Field Research" (Carol Anderson and Donna Norton); (10) "A Systems Approach for the Development of Computer-Based Instruction in Primary Grades, Heart Health Curriculum" (Sue Beall); (11) "Monitoring Student Progress with Microcomputers" (Maynard Bratlien and Beth Taylor); (12) "Computer-Based Testing with Young Children" (Brooks Applegate, Patricia Alexander, and Victor Willson); (13) "Encoding and Retrieval Process in the Spatial Memory Performance of Adults" (Robert Hall, Ernest Goetz, Steven Eckert, Michael Stowe, and Suzanne Kangiser); (14) "An Illustrative Application of Microcomputer Technology to the Study of Reading" (Douglas Palmer, Jean Kueker, and Michael Stowe); and (15) "Manipulating Quantitative Data with a Data Management System or Replacing the Shoe Box with the Microcomputer" (Robert Fellenz and Gary Conti). The text is supplemented by various tables and figures, and each paper contains a list of references. (EW)

ED 301 154 IR 013 494

Levine, Harold G.

Computer-Intensive School Environments and the Reorganization of Knowledge and Learning: A Qualitative Assessment of Apple Computer's Classroom of Tomorrow.

Pub Date—88

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-9, 1988).

Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, Computer Assisted Instruction, Curriculum Evaluation, *Curriculum Research, Elementary Secondary Education, *Microcomputers, *Qualitative Research, *Research Design, Student Attitudes

Identifiers—*Apple Classroom of Tomorrow

The Apple Classroom of Tomorrow (ACOT) project is an attempt to alter the instructional premises of a selected group of seven experimental classrooms in the United States by saturating them with computer technology. A recent proposal submitted to Apple Computer described STAR (Sensible Technology Assessment/Research), which includes both quantitative and qualitative indicators of change, and its implementation in the evaluation of ACOT. A focus for the qualitative engagement with the ACOT phenomenon is spelled out in this paper that is primarily interpretive in nature and theory-driven. While the "transactional" approach to evaluating cognitive development and learning can be used in this context, the research and evaluation efforts would be ordered around a different set of questions than are traditionally asked. ACOT classrooms will produce different kinds of conversations and different kinds of child-to-child interactions and computer-based problem-solving tasks. In addition, one can also observe in ACOT classrooms the complex ways in which the computer has become integrated into the lives of the students beyond the classroom. Thus, more will need to be learned about the social organization of computer-based skills and knowledge in the home, and how this supports (or detracts from) its organization in the school. Finally, there may be important teacher differences brought about by the introduction of computers into the classroom, and issues which will need to be explored include teacher morale, curriculum innovation, and student learning. Such qualitative research will be used to answer a limited set of questions about the social organization and distributed learning in the ACOT environment, and will produce research results which, though of a qualitative nature, will have independent value. (11 references) (EW)

ED 301 155 IR 013 495

Guerrero, Frank Swan, Karen

Computer Pilot Program, 1986-87. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

Pub Date—Jan 88

Note—62p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, Attitude Change, Basic Skills, *Computer Assisted Instruction, Elementary Secondary Education, *High Risk Students, Instructional Effectiveness, Program Evaluation, *Student Attitudes, *Teacher Attitudes

Identifiers—Courseware Evaluation, *Vendors

The Computer Pilot Program that was implemented in 19 New York City schools in 1986-87 was designed to investigate the efficacy of computer-assisted instruction (CAI) with the at-risk student population in New York City. The goals of the program were to identify systems that were effective in increasing student attendance and achievement, and in improving student and staff attitudes toward CAI. The program was assisted by the vendors of 10 CAI instructional systems, who placed their systems in appropriate schools and offered staff development, equipment maintenance, and support during the evaluation period. An assessment of the initial impact of each of the systems on student and staff attitudes indicated that school administrators, program coordinators, teachers, paraprofessionals, and students were all generally positive about the systems with which they were involved, and program results suggested that consistent use of any well-structured computer programs dedicated to mathematics and/or reading remediation benefits students in need of extra help. It was recommended that further evaluations be undertaken to determine whether test scores and attendance records support participants' feelings. Descriptions of the programs at each school include detailed descriptions of the use of each of the instructional systems utilized as

well as student, teacher, and administrator attitudes at each school. (EW)

ED 301 156 IR 013 496
Crist-Whitzel, Janet And Others
Computers for All Children: A Directory of Programs Fostering Equitable Access to Computers.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0003
Note—131p.; For the two companion titles in this set, see IR 013 497-498.
Available from—Publications, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($5.00).
Pub Type— Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Access to Education, Adult Education, *Computer Assisted Instruction, *Computer Literacy, *Disadvantaged, Elementary Secondary Education, *Equal Education, Females, Limited English Speaking, Low Achievement, Low Income Groups, Minority Groups, Program Descriptions, Rural Population, Word Processing
Identifiers—*California (North), *Nevada, Utah
One of three publications of the Research on Equitable Access to Technology (REAT) project, this directory lists 52 computer education programs in northern California, Nevada, and Utah that have successfully addressed the problem of providing computer access to groups of students who are far less likely than others to use computers, i.e., low-income, minority, low-achieving, limited-English speaking, female, and rural students. Each listing provides information about the goals and objectives of the program as well as target students, general information, activities, equipment and software used, results obtained, implementation factors, and contact people. An introductory section describes the Far West Laboratory's (FWL) program and the survey process, and provides an overview of the equitable access issue together with descriptions of the three REAT publications and two related FWL publications. A list of other selected resources provides information on two non-FWL publications on equitable computer access, as well as a list of seven selected organizations concerned with computer equity. Indexes provide cross references to the programs by target audience, geographical location, and school level (elementary school, middle or junior high school, senior high school, and adult or continuation school). (36 references) (EW)

ED 301 157 IR 013 497
Sharp, Pamela Crist-Whitzel, Janet
Computers for All Children: A Handbook for Program Design.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0003
Note—69p.; For the two companion titles in this set, see IR 013 496-498.
Available from—Publications, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($3.00).
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Access to Education, Computer Assisted Instruction, *Computer Literacy, Computer Software, *Disadvantaged Youth, *Equal Education, Microcomputers, *Peer Teaching, *Program Design
One of three publications of the Research on Equitable Access to Technology (REAT) project, this practitioner's handbook is designed to assist educators in the design and implementation of computer instruction programs for underserved groups of students, including low-income, minority, low-achieving, limited-English speaking, female, and rural students. After reviewing the findings of research on equal access to computers, six fictional programs specifically designed to provide computer access to all children are described; these programs are based on similar programs at real schools. Hardware and software issues as they relate to the issue of equitable access are then explored, and the benefits of equitable access are described. Finally, recommendations to communities and schools for bringing about equitable access are provided. A list of 37 references is provided as well as descriptions of the three REAT publications and two Far West Laboratory (FWL) reports of related interest. Additional selected resources are also listed, including two non-FWL publications and eight organizations concerned with issues of equitable computer access. (EW)

ED 301 158 IR 013 498
Crist-Whitzel, Janet
Computers for All Children: A Literature Review of Equity Issues in Computer Utilization.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0003
Note—31p.; For the two companion titles in this set, see IR 013 496-497.
Available from—Publications, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($2.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, *Computer Literacy, *Disadvantaged Youth, Elementary Secondary Education, *Equal Education, Microcomputers, Peer Teaching, *Program Implementation, Sex Differences
One of three publications of the Research on Equitable Access to Technology project, this paper provides a literature review of the issues surrounding the provision of equitable access to computers for all children. Both the extent and types of inequities are explored, including hardware and software issues, and language and sex inequities. The effectiveness of computer instruction for underutilizing students is detailed, and five instructional variables that need to be emphasized in the case of low socio-economic, low-achieving, and minority students are considered: (1) cognitive styles; (2) expectations; (3) reinforcement; (4) academic learning time; and (5) classroom organization and groups. The importance of peer teaching is stressed, particularly because of the lack of available trained teachers and limited opportunities for computer training in disadvantaged schools. The report concludes with a discussion of some of the implementation issues that must be considered when setting up and maintaining a computer training program which addresses equity issues. (84 references) (EW)

ED 301 159 IR 013 499
Cordes, Albert E.
The Development and Evaluation of an Interactive Video Lesson for Use in a General College Physics Course.
Pub Date—88
Note—31p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Science, *Computer Assisted Instruction, Computer Simulation, *Instructional Improvement, Instructional Material Evaluation, *Interactive Video, *Physics, Questionnaires, *Science Instruction, Student Attitudes, Teacher Attitudes, Two Year Colleges, Videodisks
This report describes the development, use, and evaluation of an interactive video lesson for a community college level algebraic-based general physics class that could be used to demonstrate Newton's laws and the conservation of momentum. The lesson consisted of five mini-lessons including an introduction, a presentation of Newton's laws, a review of the impulse momentum equation, the conservation of momentum, and elastic and inelastic collisions. Students used the lesson and completed evaluation questionnaires. The lesson was also presented to faculty, who completed evaluation questionnaires. Students found the visual images of the video lesson helped to explain the physics principles, and also found that it was helpful to be able to control the pace and review segments of the lesson. They also found the lesson to be enjoyable. Faculty agreed that laser video technology could be used in their courses, but were concerned about the availability of videodisks for a variety of subject areas. Copies of both the student and faculty survey instruments are attached. (14 references) (Author/EW)

ED 301 160 IR 013 500
Differences in Teachers' Instructional Use of Computers by School and District Factors. OERI Historical Report.
Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-86-220b
Pub Date—Jun 86
Note—6p.
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Software, Educational Research, Elementary Secondary Education, National Surveys, Questionnaires, Sampling, *School Districts, *Socioeconomic Status, Teacher Education
Identifiers—School Utilization Survey
This report provides information from the 1982-83 School Utilization Survey, and examines school district wealth, school socioeconomic status (SES), and grade level in relation to the computer software available to teachers for instructional purposes, as well as teacher training for instructional use of computers. Teachers with access to computers reported that their choices for instructional software were limited, with drill and practice software reported by most teachers, especially in elementary schools. Of the 938,000 teachers with access to computers, 62% used them for instruction, with the greatest use of computers for enrichment in special subject areas. No relationship appeared to exist between school SES and instructional use of computers, and in general, district size had no relationship to instructional purpose. On the other hand, teacher training was directly related to district wealth, with almost half (47%) of the teachers in the wealthiest districts receiving training, as compared with about one-third (32%) in the least wealthy districts. The relationship between wealth and computer training was also found at the school level. The text is supplemented by four tables. (EW)

ED 301 161 IR 013 501
Herman, Joan L.
The Focus of Meaning: Teachers', Administrators', and Students' Views of the Effects of ACOT.
Pub Date—88
Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-9, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, *Curriculum Evaluation, Elementary Secondary Education, Interviews, *Microcomputers, Models, Qualitative Research, *Research Design, *Student Attitudes, *Teacher Attitudes
Identifiers—*Apple Classroom of Tomorrow, Apple Computer Inc
An evaluation plan based on the STAR (Sensible Technology Assessment/Research) model will be used to evaluate the Apple Classroom of Tomorrow (ACOT). Visits to three ACOT schools and interviews with their teachers, students, and administrators were used to obtain an initial understanding of what ACOT means to the process and outcomes of participating classrooms, and of what initial indicators will enable researchers to better understand ACOT effects. The following general findings common to all three sites will serve as a basis for the evaluation plan: (1) participants spoke of the enhanced opportunities for individualized instruction; (2) teachers commented on improvements in both the quality and quantity of students' writing resulting from the ACOT experience; (3) students, administrators, and teachers spoke of the strong and positive effect of the ACOT experience on students' attitudes towards school; (4) teachers and administrators spoke of the changes in students' problem-solving abilities as a result of the ACOT experience, but had difficulty articulating the nature of the changes; (5) teachers noted dramatic increases in the amount of spontaneous peer teaching and cooperative learning; (6) changes in teachers' roles and instructional planning and goals were also noted; (7) teachers were surprised at what students were able to accomplish with the computers, and both teachers and students had grown in their feelings of confidence; and (8) both teachers and administrators spoke of the positive home-school communications brought about by the ACOT experience. Several possibly negative findings include teacher burnout, curricular imbalance, too much emphasis on the play or fun aspect of computer learning, and feelings of deprivation after students leave the ACOT environment and return to tradi-

tional classrooms. (EW)

ED 301 162 IR 013 502
Moon, R., Ed.
From Blackboard to Green Screen: Teachers, Technology and Turmoil. Proceedings of the Conference of the Townsville Regional Group of the Australian College of Education (9th, Townsville, Queensland, Australia, May 15-16, 1987).
Australian Coll. of Education, Townsville (Queensland).
Pub Date—87
Note—49p.
Available from—J. Cooper, 21 Berrigan Avenue, Annandale, Townsville, Queensland 4814, Australia ($6.00 prepaid).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alienation, *Curriculum, Distance Education, *Educational Technology, Foreign Countries, Learning Strategies, *Social Change, *Teacher Attitudes, Teaching Methods, Technological Advancement, *Technological Literacy, Work Environment
The examination of technological change and its impact on schools that is reported in these conference proceedings focuses on the human dimensions of this change, and in particular, whether the introduction of technology into education is causing turmoil for teachers. It is argued that teachers appear to be feeling the strain of the actual changes that are occurring and also the prospective changes that may occur, both in society at large and within schools in particular. After an introduction by Robert Moon the keynote address, "New Information, Technologies and Literacy" (Jonathan Anderson), is presented. The two lead papers are: "Technology and Distance Education–Queensland Developments" (Colin Sutcliffe) and "Technological Change and Education" (Kevin McCarthy). Finally, three workshop reports are presented: "Technological Alienation and the Teacher" (Alan Morwood); "Technology, Social Change and Education" (Carmen Luke); and "Technology and the Classroom Teacher" (Robert Pendreigh). The text is supplemented by various tables and figures, and a list of references is provided for each paper. (EW)

ED 301 163 IR 013 503
ITV: Helping Teachers Teach and Students Learn. Staff Development Resources, 1988-89.
South Carolina Educational Television Network Columbia.
Pub Date—88
Note—151p.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Educational Radio, Educational Technology, *Educational Television, Elementary Secondary Education, Inservice Teacher Education, *Programing (Broadcast), *Resource Materials, *Staff Development
Identifiers—*South Carolina
This guide provides a listing, with descriptions and schedules, of the staff development programs offered over educational television and radio through the South Carolina Educational Television Network. The radio and/or television programs offered are listed by subject area: administration, adult education, arts, career education, certificate-renewal credit courses, college credit courses, classroom management, computer education/new technology, custodial training, discipline, early childhood education, education of the handicapped, education organizations, environmental education, food services, gifted and talented, guidance, health, human relations, human relations (self-concept), individually guided education, ITV (instructional television) and radio utilization, language arts, library/media center, mathematics education, music education, parent education, physical education, public relations, school bus safety, science, social studies, teaching techniques, television production techniques, testing programs, vocational education, and youth at risk. Indexes by title, subject, and date of broadcast are provided, in addition to material describing the structure of the network, distribution of the signal, and the Instructional Technology Advisory System. (EW)

ED 301 164 IR 013 504
Your Window to the World. ITV Resources in the Defined Minimum Program, 1988-89. Curriculum Guide.
South Carolina Educational Television Network Columbia.
Pub Date—88
Note—50p.; For the 1986-87 edition, see ED 277 360.
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, Competency Based Education, *Curriculum Development, Curriculum Enrichment, *Educational Television, Elementary Secondary Education, *Minimum Competencies, Programing (Broadcast), *Resource Units, State Curriculum Guides
Identifiers—Basic Skills Assessment Program, *South Carolina
This guide identifies instructional television resources that can be used by superintendents, district directors of instruction, curriculum writers, principals, and teachers in South Carolina to meet the specific instructional requirements of the Defined Minimum Program and the objectives of the Basic Skills Assessment Program. The 214 instructional television series described in this guide have been approved by the State Board of Education as instructional resources for 1988-89. For each subject area, the guide lists the Defined Minimum Program and Basic Skills Assessment Program activities and objectives. Then, according to educational level (elementary, middle-junior high, and/or secondary), the appropriate instructional television series is listed by grade level, along with comments which briefly describe the series. The subject areas covered include: language arts; foreign language; mathematics; natural science; social studies; environmental studies; art; fine arts; music, drama, and dance; physical education; health and safety; driver education; substance abuse; guidance; career education; vocational (business education); vocational (home economics); vocational (trades and industrial education); computer education; and education for the handicapped. (EW)

ED 301 165 IR 013 505
Schimmel, Barry J.
Patterns in Students' Selection of Feedback in Computer-Based Instruction.
Pub Date—Apr 88
Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Anxiety, *College Students, *Computer Assisted Instruction, Correlation, *Feedback, Higher Education, Intermode Differences, Interviews, Multiple Regression Analysis, Pretests Posttests, Rating Scales, Remedial Mathematics, *Student Attitudes
This study investigated the relationship between learner attitudes (self-efficacy and anxiety), students' selection of feedback containing different amounts of information (no feedback, correct answer, the explanation alone, and the answer with an explanation), and achievement. Subjects were two clusters of college students (N=49) enrolled in a computerized remedial mathematics course. Data were obtained from pre- and post-instruction measures, online feedback and progress records, and self-reports. Analyses of these data showed that, although individual students exhibited wide differences in selecting feedback information, the choice of feedback followed two general patterns for the two clusters: the 26 students in cluster 1 chose correct response feedback after 71% of their incorrect answers, while the 23 students in cluster 2 showed greater diversity in their selection of feedback information, more frequent selection of feedback information, and more frequent selection of high information feedback. Students in cluster 2 tended to have greater confidence that their answers were correct. It was also found that feedback selection patterns were related to achievement for those students who, after incorrect answers, tended to choose feedback other than the correct response feedback; these students showed better performance, on average, than students choosing other feedback forms. The results of the study suggest at least two possible interpretations regarding cognitive processing: the cluster differences may simply be associated with differences in self-confidence between the students in the two clusters, or the second cluster's diversity in feedback information selection and selection of high information feedback may indicate more intense feedback processing. The text is supplemented by 12 tables, and 41 references are provided. (EW)

ED 301 166 IR 013 506
Slawson, Dean A. And Others
A Qualitative Approach to the Evaluation of Expert Systems Shells.
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.
Pub Date—Apr 88
Contract—ONR-N00014-86-K-0395
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, Computer Software, *Data Analysis, *Data Collection, Evaluation Methods, *Expert Systems, Qualitative Research, *Research Design
Identifiers—*Expert System Shells, *Prototypes
This study explores an approach to the evaluation of expert system shells using case studies. The methodology and some of the results of an evaluation of the prototype development of an expert system using the shell "M1" are detailed, including a description of the participants and the project, the data collection process and materials, and data interpretation. A list of application characteristics by which a user of a case study library might search for relevant cases is presented. The benefits of the case study method are then discussed, including the positive effect of the presence of an outside observer on the process of developing the expert system, and a detailed description is provided of the problem setting, the shell, and the process of using it on a real expert system development problem. The pitfalls of the case study method are also noted, including the failure to generate useful quantitative metrics or to clearly identify any one shell attribute as the cause of the outcomes observed. A discussion of directions for future work concludes the report. (10 references) (EW)

ED 301 167 IR 013 507
Manderville, Garrett K.
A Record Linking System for Research on School Improvement.
Pub Date—Apr 88
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Algorithms, *Computer Oriented Programs, *Computer Software, Data Analysis, *Database Management Systems, *Data Processing, *Educational Research, Longitudinal Studies, *Student Records
Identifiers—*South Carolina
This paper describes and evaluates a computerized system, MATCH, which is being used in South Carolina to match or link student records from year to year. The functioning of MATCH and its specific features are described, and its use in matching student test scores is detailed. The problem of mismatched records and the use of visual editing to lower the rate of mismatches are then discussed. Other current educational research applications of the system are also detailed, including expectancy tables, retention and mobility rates, the evolution of a preschool program, and research on the Program for Effective Teaching. It is suggested that the system provides a way to undertake research and evaluation that has been not been previously possible because of the high costs of creating longitudinal databases for large scale assessment data. The text is supplemented by four tables and an appendix containing rules for deciding whether a match is valid. (7 references) (EW)

ED 301 168 IR 013 508
Dyer, Michael Read, Walter
A Sourcebook Approach to Evaluating Artificial Intelligence Systems.
Spons Agency—Office of Naval Research, Arlington, Va.
Pub Date—Apr 88
Contract—N00014-86-K-0395
Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Associa-

tion (New Orleans, LA, April 5-9, 1988). This work is part of the Artificial Intelligence Measurement System (AIMS) of the Center for the Study of Evaluation at the University of California, Los Angeles.
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Artificial Intelligence, *Computational Linguistics, *Databases, *Evaluation Criteria, Expert Systems, Guides, *Research Methodology, Vertical Organization
Identifiers—*Natural Language Processing
"The Sourcebook," a database of exemplars of representative problems in natural language understanding, is being developed for use in evaluating natural language processing systems. A literature search of the computational linguistics literature was used to identify the exemplars, which are analyzed in terms of the general issues represented and grouped into categories of related problems to generate a hierarchical classification of the issues. At this point, the Sourcebook contains several hundred exemplars, which are estimated to represent 10% of the literature in computational linguistics, artificial intelligence, and cognitive science. Exemplars will continue to be added, and further elaboration of the classification scheme is planned. (3 references) (EW)

ED 301 169 IR 013 509
Partridge, Susan
Students, Their Writing and the Word Processor.
Pub Date—87
Note—13p.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Interviews, *Student Attitudes, Undergraduate Students, *Word Processing, *Writing (Composition), *Writing Improvement, Writing Instruction, *Writing Skills
Twenty-five students, all undergraduates except one, were informally surveyed to determine their attitudes toward the use of word processing in the writing of student papers. Their responses indicated that the use of a word processor was a matter of personal choice with such factors as speed, convenience, storage, and print-outs cited as advantages by those who used a word processor. Students who did not use a word processor seemed to feel that it was not necessary to their work. However, all students agreed that using the word processor did not affect the quality of the content of their themes. The opinions of various educators on this issue are also reported, and it is concluded that the word processor can enhance the teaching of written composition, but that it should never be used as a substitute for teaching the basic elements of good writing. (8 references) (EW)

ED 301 170 IR 013 510
Nadel, Judith L.
A Study of the Relationship between Learner Preference and Student Achievement and Attitudes in an Instructional Television Course.
Pub Date—Apr 88
Note—35p.; Paper presented at the Annual Conference of the New England Educational Research Organization (April 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Age Differences, Correlation, *Educational Television, Factor Analysis, Higher Education, *Instructional Effectiveness, *Learning Readiness, Likert Scales, Questionnaires, Sex Differences, *Student Attitudes
Identifiers—*Interactive Television, *Learner Preference System
The effects of interactive television (ITV) learning on the attitudes and achievement of different types of learners were investigated using as subjects 97 students who were taking courses at remote sites through the University of Southern Maine ITV system. First, a Likert-type scale for measuring learner preferences was developed and validated. The instrument, the Learning Preference System (LPS), recognized six learner preference types: (1) enthusiastic learner; (2) grade-conscious learner; (3) collaborative learner; (4) confident learner; (5) reticent learner; and (6) structured learner. Data collected for the study included the students' attitudes toward the ITV system at the end of the semester based on the LPS, demographic information, and end of course grades. Analyses of these data indicated that there were distinct learner preferences among students which did not vary according to sex. Age differences were found, however, with younger learners (21 years or younger) more likely to be confident learners, and older learners (22 years or older) more likely to be enthusiastic, reticent, or structured learners. It was also found that learner preference seemed to have an impact on the students' perception of the course content, although this preference appeared to be independent of the medium of delivery. Finally, older students indicated that they felt the ITV system was an effective way to teach these courses, an attitude which may have reflected time constraints, the purposefulness of their learning, and/or maturity level. The text is supplemented by eight tables, and two appendices contain copies of the learner preference scale questions and the student questionnaire. (13 references) (EW)

ED 301 171 IR 013 511
Martin, Laura M. W.
System-Wide Factors in Sustaining Technology-Based Inquiry Environments.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—Apr 88
Contract—NSF-TE1-8319705
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adoption (Ideas), *Classroom Environment, Elementary Secondary Education, *In-service Teacher Education, *Instructional Innovation, Instructional Leadership, Mathematics Instruction, Multimedia Instruction, *Program Evaluation, Science Instruction, Teacher Effectiveness, *Teaching Conditions
Identifiers—*Bank Street College of Education NY, *Inquiry Based Instruction
This paper suggests the importance of considering factors outside of the classroom in accounting for the presence of inquiry, and identifies some of these factors. The conclusions are based upon a study of staff developers and teachers who took part in the Bank Street College Mathematics, Science and Technology Teacher Education project. Participants completed questionnaires designed to both evaluate the training experience and identify direct evidence of changes in teaching method. In addition, on-site evaluations, observations, and interviews were undertaken. It was found that teachers recognized and appreciated the value of the inquiry strategies during training, but that these strategies were not taken up immediately. However, observations showed that the multimedia program, "The Voyage of the Mimi," which was used by the teachers, did provide opportunities to open up lessons in a positive fashion. In addition, local constraints served to inhibit transitions to new approaches planned by teachers after their training. Finally, it was found that successful implementation was more often the result of cooperative and collective growth and development than the work of one person. It was concluded that the instructional models and measures must be designed to take into account these system-wide features. (10 references) (EW)

ED 301 172 IR 013 512
Pilot, A.
TAIGA: Twente Advanced Interactive Graphic Authoring System. A New Concept in Computer Assisted Learning (CAL) and Educational Research. Doc 88-18.
Pub Date—Apr 88
Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authoring Aids (Programing), *Computer Assisted Instruction, Computer Managed Instruction, *Computer System Design, *Courseware, Database Management Systems, Foreign Countries, *Menu Driven Software, *Programing
Identifiers—Netherlands
TAIGA (Twente Advanced Interactive Graphic Authoring system) is a system which can be used to develop instructional software. It is written in MS-PASCAL, and runs on computers that support MS-DOS. Designed to support the production of structured software, TAIGA has a hierarchical structure of three layers, each with a specific function, and each layer is supported by an editor. Level 1 involves the structuring of course contents with a module editor; Level 2 includes the structuring of instructional interactions with an episode editor; and Level 3 provides for the specification of course contents with a text/graphics editor. The system also includes a facility that allows external programs to be incorporated into the courseware, thus permitting experienced programmers to implement simulation and gaming courseware. TAIGA consists of four main subsystems: (1) Copro, a production subsystem which is used to create and edit the courseware; (2) Codis, the distribution subsystem which is used by students to access the courseware; (3) Comas, which is used to supervise access to other subsystems and perform elementary database functions; and (4) Coeva, which accesses the student log file produced by Codis, and produces summaries for evaluation purposes. Several utilities are also available, including Codoc, which produces a listing of the courseware. A detailed description of the functioning of the system includes examples of menu screens. Several diagrams are included as well as information on hardware requirements and how to obtain a copy of the software. (EW)

ED 301 173 IR 013 513
Chute, Alan G.
Guidelines for Implementing Teletraining Systems.
Pub Date—Apr 84
Note—7p.; Paper presented at the International Teleconference Symposium (Philadelphia, PA, April 3-5, 1984). For a related paper, see IR 013 514.
Pub Type— Guides - General (050) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), *Change Agents, Change Strategies, Distance Education, Guidelines, *Industrial Training, *Needs Assessment, *Productivity, *Telecommunications, Training Methods
Identifiers—*Teletraining
Designed to provide change agents with a framework for planning and implementing successful teletraining systems, this paper discusses strategies for the introduction of sophisticated teletraining technology into corporate training programs without adversely affecting a client organization's social environment. Teletraining is defined as an integrated system for the planning, delivery, and management of corporate training programs through the use of advanced telecommunications services; such systems allow corporations to deliver interactive training from instructor-led locations to students at remote sites around the world. It is suggested that a change agent's efforts will be facilitated by: (1) knowledge of a client's training needs and how these needs are being addressed in the client's current training environment; (2) an understanding of how teletraining differs from other innovative training delivery methods; and (3) an awareness of the educational and psychological factors that affect the implementation of a teletraining system. These factors are discussed within the framework of Hall's concerns-based adoption model. (13 references) (EW)

ED 301 174 IR 013 514
Chute, Alan G. And Others
Teletraining Productivity at AT&T.
Pub Date—5 May 87
Note—8p.; Paper presented at the Annual Convention of the International Teleconferencing Association (Washington, DC, May 5, 1987). For a related paper, see IR 013 513.
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Effectiveness, Information Networks, Instructional Effectiveness, *Student Attitudes, *Teleconferencing, *Telephone Communications Industry, *Training
Identifiers—*American Telephone and Telegraph Company, *Teletraining
This report describes the AT&T (American Telephone and Telegraph Company) teletraining program, which includes internal programs, one-hour update programs, and special internal seminars.

Topics considered include the number of courses, sessions, and update programs offered; the number of students served; and student acceptance of the programs and the instructors. Discussion of the cost benefits achieved by AT&T through this program focus on direct travel cost avoidance, increased productivity, and the ability to offer programs that otherwise would not have been undertaken. Data on the programs are displayed in nine figures. (EW)

ED 301 175 IR 013 515
Clancey, William J.
Viewing Knowledge Bases as Qualitative Models.
Stanford Univ., Calif. Dept. of Computer Science.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.—KSL-86-27; ONR-TR-17; STAN-CS-87-1170
Pub Date—May 86
Note—33p.; For related reports, see ED 299 962-966 and IR 013 516.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Simulation, *Computer System Design, *Expert Systems, Inferences, *Models, Programing, *Qualitative Research, *Systems Analysis
Identifiers—Knowledge Representation
The concept of a qualitative model provides a unifying perspective for understanding how expert systems differ from conventional programs. Knowledge bases contain qualitative models of systems in the world, that is, primarily non-numeric descriptions that provide a basis for explaining and predicting behavior and formulating action plans. The prevalent view that a quantitative model must be a simulation, to the exclusion of prototypic and behavioral descriptions, has fragmented our field, so that we have failed to usefully synthesize what we have learned about modeling processes. For example, our ideas about "scoring functions" and "casual network traversal," developed apart from a modeling perspective, have obscured the inherent explanatory nature of diagnosis. While knowledge engineering has greatly benefited from the study of human experts as a means of informing model construction, overemphasis on modeling the expert's knowledge had detracted from the primary objective of modeling a system in the world. Placing artificial intelligence squarely in the evolutionary line of teleologic and topologic modeling, this paper argues that the study of network representations has established a foundation for a science and engineering of qualitative models. Four figures and 84 references are provided. (Author/EW)

ED 301 176 IR 013 516
Clancey, William J.
Intelligent Tutoring Systems: A Tutorial Survey.
Stanford Univ., Calif. Dept. of Computer Science.
Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.—KSL-86-58; ONR-TR-22; STAN-CS-87-1174
Pub Date—Sep 86
Note—58p.; For a related report, see IR 013 515.
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Simulation, Computer System Design, *Expert Systems, Instructional Effectiveness, Learning Theories, *Man Machine Systems, *Models, Problem Solving
Identifiers—*Intelligent Tutoring Systems, Knowledge Representation, *Learner Control
This survey of intelligent tutoring systems describes the components of these systems, different teaching scenarios, and the relation of these systems to a theory of instruction. It argues that the underlying pedagogical approach is to make latent knowledge manifest by using different forms of quantitative modeling: (1) simulating physical processes; (2) simulating expert problem solving, including strategies for monitoring and controlling problem solving (metacognition); (3) modeling the plans behind procedural behavior; and (4) forcing articulation of model inconsistencies through the Socratic method of instruction. Proceeding chronologically, examples of intelligent tutoring systems are described in terms of their internal knowledge representations and the evolving pedagogical theory. It also argues that, although these programs are generally only research projects, examples of what they can do make abundantly clear the long term scientific and software-engineering advantages of the new modelling methodology. The text is supplemented by 13 figures, and 31 references are provided. (Author/EW)

ED 301 177 IR 013 517
Economic Education for Early Elementary Grades: An Integrated Basic Skills Approach. Final Design Report.
Agency for Instructional Technology, Bloomington, IN.; Canadian Foundation for Economic Education, Toronto.; Joint Council on Economic Education, New York, N.Y.
Pub Date—May 88
Note—48p.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, *Concept Teaching, *Economics Education, Elementary Education, *Instructional Design, Language Skills, Learning Activities, Mathematics Skills, Problem Solving, *Resource Materials, *Specifications, Videotape Cassettes
This report provides a description of and content specifications for video and print resources designed to reinforce basic language arts, mathematics, and problem-solving skills through the integration of five economic concepts into the curriculum of the early elementary grades: (1) scarcity, (2) opportunity cost, (3) consumption, (4) production, and (5) interdependence. The materials described include five 15-minute video programs for 7- to 10-year-old children; two 20-25 minute video programs to provide teachers with specific examples and visual models showing how to use the student print and video materials; and a teacher's guide to help teachers utilize the student and teacher video materials effectively. It is noted that these materials will be available for classroom use beginning in April 1989. Five appendixes provide descriptions of the five student video programs; the proposed organization of the teacher's guide; a description of the teacher video program; the language arts and mathematics skills matrix; and examples of possible student activities to be included in the teacher's guide. (EW)

ED 301 178 IR 013 518
Barkan, Murat, Comp. And Others
The Examination of Video as Mass Media in Turkish Society. Summary of the Final Report. Anadolu University Publications No. 249.
Anadolu Univ., Eskisehir (Turkey).
Pub Date—[Feb 88]
Note—47p.
Available from—Anadolu University, Acikogretim Fakultesi, Yunus Emre Kampusu, Eskisehir, Turkey.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Audience Analysis, Foreign Countries, Mass Media Effects, Questionnaires, *Socioeconomic Background, Use Studies, *Video Games, Videotape Cassettes, *Videotape Recordings
Identifiers—*Turkey, *Video Viewing
This report discusses the growth of videocassette recorder (VCR) technology and its use by Turkish audiences, and attempts to analyze both the socioeconomic background and video viewing habits of a target population. The first of two sections provides information on video technology and its use through a review of relevant literature, including a comparison of television and video viewing, the growth of video technology in Turkey, video clubs, and distribution systems for VCRs and videotapes. The second section reports the results of a survey of a target audience in the city of Eskisehir consisting of parents, children 15 years or older living at home, and patrons of public places where video programs are shown. The questionnaire was designed to obtain information on the socioeconomic background of the respondents; where, when, and why they watched video programs; the types of programs watched; behavioral effects from watching video; the effects of watching video on children, adults, family relationships, and the relationship of the viewers to other mass media; and the effects on children of playing video games as compared with the playing of other more traditional games. The results of the survey are reported, as well as conclusions regarding the role of video technology in Turkish society. A primary focus of the study is the potential of video technology to provide opportunities for communication as one of the fundamental human rights. A copy of the questionnaire is appended. (47 references, of which 5 are in English) (EW)

ED 301 179 IR 013 519
de Acosta, Martha C.
The Impact of Schoolwide and Classroom Elements on Instructional Computing: A Case Study.
Pub Date—Apr 88
Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adoption (Ideas), Case Studies, *Classroom Techniques, Comparative Analysis, Computer Assisted Instruction, *Computer Literacy, Elementary Education, *Instructional Innovation, Junior High Schools, *Program Implementation
This paper describes the implementation of educational computing in three schools located in the suburban belt of a large metropolis. One school included grades K-6; one grades 5-6; and one grades 7-8. The schools were similar in that they were well financed and the staff and students felt they were doing well; however, they were different in the ethnic composition and socioeconomic level of their student bodies. All three schools provided inservice training for their teachers and purchased hardware and software. It was found that the distinctive features of each school conditioned the extent of computer use and shaped the form and substance of the educational computing program at the initial stages of implementation. The strongest determinants of the kind of computer activities implemented and the relationship between computer activities and other school work were found to be the staff's perceptions of the student body and what constitutes legitimate school knowledge, together with the style of student supervision. (30 references) (Author/EW)

ED 301 180 IR 013 520
Alspach, Phyllis A.
Inequities in the Computer Classroom: An Analysis of Two Computer Courses.
Pub Date—Jul 88
Note—74p.; Exit Project, Indiana University at South Bend.
Pub Type— Reports - Research (143) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, *Computer Literacy, *Computer Science Education, Correlation, High Schools, *High School Students, Hypothesis Testing, *Mathematics Achievement, Programing, *Sex Differences
This study analyzed the enrollment of two computer classes at a public high school in northern Indiana to see if there was any computer inequity. The two classes examined–an introduction to computers course and a computer programming course–were studied over a period of four years. The sample consisted of 388 students in four years of the introductory course and 127 students in four years of the programming course. The variables analyzed for each student were sex, year in school, race, grade in computer class, mathematics course taken either previously or simultaneously with computer class, grade in that mathematics course, and a composite raw score from the Metropolitan Achievement Test given in the 9th grade. The sample size was too small to permit an analysis on the basis of race. Analysis of the data showed the possibility of an increase or at least a stabilization of the enrollment in the two courses. Each year there were more females than males in the introductory course, but more males than females in the programming course. There was no statistically significant difference between the computer grades of males and females. The two classes were reaching mostly intermediate- and high-level mathematics students, but there were also some basic-level students enrolled in the two courses. There were statistically significant positive correlations between the computer grade and both the mathematics grade and the composite achievement score. Some inequities in enrollment were found in gender, year in school, and mathematics, but determination of whether these differences posed a problem were beyond the scope of this study. Of the 25 hypotheses tested by this study, eight were retained. An appendix con-

tains the data examined in the study, and 14 references are provided. (EW)

ED 301 181 IR 013 521
Chamberlin, Joseph A.
The Computer in Education: An Investigation of Research Dealing with Maximizing Achievement with CAI.
Indiana Univ., South Bend. Div. of Education.
Pub Date—4 Apr 88
Note—39p.
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Annotated Bibliographies, *Cognitive Style, *Computer Assisted Instruction, Computer Literacy, *Computer Software, Elementary Secondary Education, Higher Education, *Instructional Effectiveness, Microcomputers, Program Implementation, *Student Attitudes, Use Studies
This study examines the literature in order to evaluate the use of microcomputers as educational tools in the classroom from kindergarten through the college level. Following a brief introduction, annotations for 38 articles are provided under the following topic headings: background articles containing statistics and examples of computer use; effectiveness of computer-assisted instruction (CAI) on both student performance and their attitudes; implementation of CAI; and making software effective. Three questions are addressed in a discussion of the findings of the research projects described in the annotations: (1) whether the computer is an effective educational tool; (2) if so, how it can best be integrated into the curriculum; and (3) which types of software and learning styles are the most effective for use with computer education. It is concluded that schools need to carefully select, purchase, and use educationally sound software, and that better software needs to be developed for educational purposes. A need for more quality research both on the effects of CAI and the successful implementation of computer education programs in the schools is noted. (42 references) (EW)

ED 301 182 IR 013 522
Simmons, Brian Scott
An Annotated Bibliography of the Literature Dealing with the Relationships between the Integration of Microcomputers and Students' Learning of Mathematics in Secondary Schools.
Pub Date—Jul 88
Note—42p.; Exit Project, Indiana University at South Bend.
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Annotated Bibliographies, *Computer Assisted Instruction, *Microcomputers, Secondary Education, *Secondary School Mathematics, *Student Attitudes, *Teacher Attitudes
Identifiers—*Computer Integrated Instruction
This paper reviews the research literature on relationships between the integration of microcomputers and students' learning of mathematics in secondary schools. Following a brief introduction and statement of the problem, annotations are provided for 31 studies in the following subject categories: (1) the extent of computer use in secondary schools in the United States; (2) computer-assisted instruction/computer-assisted learning; (3) computer integrated instruction; (4) student attitudes; and (5) faculty and administrator attitudes. Summaries of the research in each of the five categories are provided, and conclusions and recommendations are made concerning training, administrative leadership in integrating computers into the curriculum, opportunities for students to use microcomputers, and the need for computer resource personnel and further research. (30 references) (EW)

ED 301 183 IR 013 523
Bean, Barbara L.
Microcomputers: Developing Teacher Confidence and Management Skills.
Pub Date—6 Apr 88
Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Classroom Techniques, *Cognitive Style, *Computer Literacy, Higher Education, *Inservice Teacher Education, Instructional Program Divisions, Microcomputers, *Preservice Teacher Education, *Teacher Attitudes
This report explores teacher computer education through a comparison of two investigations of computer confidence in teachers: (1) taped interviews with preservice teachers and observations of their attitudes and teaching behaviors as they presented classroom and computer activities as student teachers; and (2) an overview of the development of a successful computer education program in a large urban school district, which reinforced the findings of the first study with practical applications at the teacher inservice level. The preservice teachers were also tested with several cognitive and learning style instruments to increase their understanding of their teaching/learning style. The first study found that computer use in the classroom was related to teachers' knowledge of basic computer operation, computer support, computer availability, classroom management skills, and personal commitment. Grade level and classroom structure (formal versus informal) were not factors in the successful implementation of computer activities. Both computer education studies showed the necessity of presenting computer activities in a manner that is meaningful to the teacher to prevent the anxiety or stress that new technologies may produce. (EW)

ED 301 184 IR 013 524
Tanney, B. L.
Films That Teach about Suicide.
Pub Date—14 Jul 88
Note—6p.; Paper presented at the Annual Meeting of the American Association of Suicidology (Washington, DC, April 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Audiovisual Aids, Documentaries, Film Criticism, *Films, Foreign Countries, *High Risk Persons, High Schools, Junior High Schools, Preadolescents, *Suicide
Identifiers—*Suicide Information and Educ Centre AB
This survey of audiovisual productions on the topic of youth suicide identified all available audiovisual productions in the area of adolescent suicides through existing catalogs and reviews, contacts, and specialized database searches; 99 films or videotape productions were then screened and reviewed as part of the development of a catalog by the Suicide Information Education Centre (SIEC). It was found that almost half of the audiovisual productions appropriate for the junior high and high school levels had been produced in the past three years, and that the largest number of productions were documentaries. Most were acceptable in terms of technical production and/or content, and there was a significant number of very high quality productions in this area. In the experience of the review panel, the year of production was not an effective criterion for judging the usefulness of audiovisual materials, i.e., new was not better. Recent documentaries often involve brief interviews with or comments by youth or groups of youths who speak powerfully for themselves about self-destructive behavior. While earlier documentaries focused on warning signs and case findings, more recent presentations focus on available resources and solutions for young people. A full catalog of these audiovisual productions is available from SIEC, which intends to continue to update the catalog. (EW)

ED 301 185 IR 013 525
Linn, Marcia C.
Science Education and the Challenge of Technology.
Pub Date—Apr 88
Note—39p.; Paper presented under the title "Technology and Instruction in the Sciences" at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Information Analyses (070) — Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Courseware, *Curriculum Development, Databases, *Educational Research, *Educational Technology, Elementary Secondary Education, Expert Systems, Higher Education, Instructional Innovation, *Laboratory Experiments, Programing, *Science Education, *Technological Advancement
Identifiers—*Thinking Skills
This analysis of the relationship between science education and technology over the past 15 years focuses on lessons learned from research on learning and instruction, the relationship between the teacher and technology, and the influence of technological advances on educational practice. Five conclusions are drawn: (1) courseware authoring environments that facilitate the reformulation of educational software will improve science instruction; (2) taking full advantage of the talents of teachers in modeling scientific processes, encouraging students to learn, and helping learners gain coherent understanding will improve science education; (3) substantial trial and refinement of innovations in realistic settings will help students reach their potential; (4) the goals of science education will need reformulation to help impart the thinking and reasoning skills that students need in the information age; and (5) effective technological innovation in science education depends on true collaboration among curriculum developers, precollege teachers, educational researchers, school administrators, and state and national policymakers. The text is supplemented by four figures. (73 references) (EW)

ED 301 186 IR 013 526
Masturzi, Elio R.
SEF.ASSISTANT: Shell for Authoring Language SEF.PC.
Naples Univ. (Italy).
Pub Date—Mar 87
Note—36p.; Paper presented at the C.B.E. Methodologies Convention (Segrate, Italy, March 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Authoring Aids (Programing), *Computer Assisted Instruction, Computer Software, *Courseware, Foreign Countries, *Instructional Development, Microcomputers, *Programing Languages
Identifiers—*Software Development
This paper describes SEF.ASSISTANT, a special software shell for authoring languages to be used in the development of courseware serving computer based education (CBE). The capabilities of SEF.ASSISTANT are identified: (1) it will generate programs written in the IBM SEF.PC authoring language; (2) it is compatible with external standard software (such as LOTUS and dBase III) as well as customized software; and (3) it can be used to drive videotapes and other multimedia. The functions performed by the software shell are described, and the use of the shell and the authoring language in coordinated procedures to construct courseware are detailed. The text is supplemented by three figures, one chart, and a SEF.ASSISTANT Quick Reference Sheet. (EW)

ED 301 187 IR 013 527
Masturzi, Elio R.
EX.MAIN, Expert System Model for Maintenance and Staff Training.
Naples Univ. (Italy).
Pub Date—[87]
Note—26p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer System Design, Courseware, *Expert Systems, Foreign Countries, *Industrial Training, *Models, *Multimedia Instruction, Staff Development
EX.MAIN, a model for maintenance and staff training which combines knowledge based expert systems and computer based training, was developed jointly by the Department of Production Engineering of the University of Naples and CIRCUMVESUVIANA, the largest private railroad in Italy. It is a global model in the maintenance field which contains both operative and training features, with the knowledge based expert system component giving the model its operative expert procedure, while the computer based training model provides the training component. The latter component, based on multimedia concepts, gives staff the required information by means of a text and graphic video pages together with live images of railroad braking system components displayed on a television monitor. Four figures illustrate the model and the make-up of the working team which developed it. (5 references) (EW)

ED 301 188 IR 013 528
McIsaac, Marina Stock And Others

Video Education Centers To Meet Student Needs in Turkish Distance Education Programs.
Pub Date—16 Jan 88
Note—13p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (New Orleans, LA, January 16-21, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Developing Nations, *Distance Education, Educational Television, Foreign Countries, Higher Education, *Instructional Effectiveness, Media Research, *Pilot Projects, Questionnaires, Student Attitudes, *Videotape Recordings
Identifiers—*Anadolu University (Turkey)
Two pilot projects undertaken in 1987 by the Open Education Faculty (OEF) of Anadolu University (Eskisehir, Turkey) were designed to determine whether distance education students would benefit from watching videotapes of the educational programs if they were made available at Video Education Centers. A project conducted in Konya, Turkey, was intended to discover whether Video Education Centers could be absorbed into the normal activities of OEF bureaus, using video English lessons that had already been prepared by the faculty for broadcast television. Students who took part in the project recommended that an instructor be included in future video projects, suggesting that they would rather have a directed program with an instructor present than a self-paced individualized course of instruction. A second pilot project undertaken at the OEF Bureau in Denizli sought to determine whether viewing videotapes of televised instruction would improve student performance. Instruction involved English video lessons providing the primary information and a teacher to amplify selected instruction only. Results of student pre- and posttests and student questionnaires are currently being analyzed to evaluate the project. Future plans include the establishment of Video Education Centers in at least five other Turkish cities. A map showing the location of the 19 OEF bureaus is attached. (7 references, 6 in Turkish and 1 in English). (EW)

ED 301 189 IR 013 529
Freiner, Thomas M.
Working on the Hot Side of the Lights: Several Techniques for Effective Television Instruction.
Pub Date—[88]
Note—8p.
Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Television, Higher Education, *Production Techniques, *Programing (Broadcast), *Telecourses, *Television Teachers, United States History, *Visual Aids
This essay discusses useful techniques for the presentation of college courses on television, based on the author's year-long programming of television courses in American history. Suggestions include comments on program organization, effective use of visual aids, pacing the lecture, methods of on-camera relaxation, and working with the program set and director. (EW)

ED 301 190 IR 013 530
Linn, Marcia C.
Education and the Challenge of Technology. Proceedings of a Conference on Technology and Teacher Education (Monterey, California, August 5-8, 1986).
Apple Computer, Inc., Cupertino, CA.; California Univ., Berkeley.
Pub Date—Aug 86
Note—85p.; Masthead Title: "Teaching in the Information Age".
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Computer Software, *Curriculum Development, *Educational Research, Elementary Secondary Education, Higher Education, Microcomputers, *School Business Relationship, *Teacher Education, *Technological Advancement
This report summarizes the proceedings of a conference on the impact of computer technology on education. The 90 conference participants participated in small group meetings, panel discussions, and synthesis meetings, which focused on the following issues: (1) the implications of technology for changes in student learning, the curriculum, the role of the teacher, and the organization of the schools; (2) the relationship between technology in education and proposals for the reform of teacher education and the teaching profession; (3) the potential of technology for expanding theories of teaching and learning, especially via practice-sensitive, interdisciplinary research; (4) the barriers and problems inhibiting the incorporation of technology in teacher education generally and the corresponding need for incentives and resources to encourage and implement change; and (5) the benefits of coordinating the interests and expertise of universities, industry, and schools in order to infuse technology into education. The report of the conference proceedings elaborates on the issues and recommendations in an introduction and in individual sections addressing "Technology and the School of the Future," "Meeting the Challenge," and "Recommendations for Action." Figures and photographs are included in the text. Three appendixes consist of the keynote address (by John Sculley), the welcoming address (by Bernard R. Gifford), and a 32-item annotated software bibliography. (74 references) (EW)

ED 301 191 IR 013 531
Ambron, Susann, Ed.
Teacher & Administrator Training in Technology.
Apple Computer, Inc., Cupertino, CA.
Pub Date—86
Note—16p.; Summary of a meeting of the Apple Education Advisory Council (Cupertino, CA, November 15, 1985).
Journal Cit—Learning Tomorrow: The Journal of the Apple Education Advisory Council; n1 Fall 1986
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, *Computer Uses in Education, Elementary Secondary Education, *Federal Government, Higher Education, Inservice Teacher Education, Microcomputers, Preservice Teacher Education, *Publishing Industry, *School Districts, Schools of Education, *Staff Development, *State Government
Identifiers—*Computer Manufacturers
This report summarizes a November 1985 meeting at which members of the Apple Education Advisory Council addressed the issues involved in training teachers and administrators on the best ways to use computers in education. In their discussions, Advisory Council members first summarized the roles that are played by each type of organization involved in training educators about computers: the schools themselves, state and local governments, schools of education, computer manufacturers, and textbook publishers. The participants then described model approaches to technology training with which they were familiar. Finally, the groups detailed specific needs of the organizations for additional assistance, and suggested appropriate actions to meet those needs. (EW)

ED 301 192 IR 013 713
Krekeler, Nancy And Others
ERIC Annual Report-1987. Summarizing the Accomplishments of the Educational Resources Information Center. Volume 1-The ERIC System.
Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[88]
Note—40p.; For Volume 2, see IR 013 714.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Bibliographic Databases, *Clearinghouses, *Documentation, *Educational Research, *Information Centers, Information Dissemination, *Information Retrieval, *Information Services, Microfiche
Identifiers—*ERIC
This two-volume annual report is the first in a series of reports summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program. The first volume reviews the work of the ERIC Clearinghouses and two other ERIC components, the ERIC Processing and Reference Facility and the ERIC Document Reproduction Service (EDRS). The report begins by presenting information on the background and mandate of the ERIC system and discussing its structure and operations. A one-page summary of general facts and figures about the system is included. The ERIC Clearinghouses are then considered, including discussions of their database-building activities, types of requests received, clearinghouse publications, examples of dissemination of ERIC products, and special projects at individual clearinghouses. Descriptions of the activities of the ERIC Processing and Reference Facility and the ERIC Document Reproduction Center conclude this volume. Directories of the clearinghouses in 1986 and 1988 are appended together with statistical data on the activities of the individual clearinghouses during the year. (EW)

ED 301 193 IR 013 714
Thomas, Robert And Others
ERIC Annual Report-1987. Summarizing the Accomplishments of the Educational Resources Information Center. Volume 2-Trends and Issues.
Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Note—69p.; For Volume 1, see IR 013 713.
Pub Type— Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bibliographic Databases, *Clearinghouses, Educational Needs, *Educational Practices, *Educational Research, *Educational Trends, *Research Projects, *Research Reports
Identifiers—*ERIC
This two-volume annual report is the first in a series of reports summarizing the activities and accomplishments of the Educational Resources Information Center (ERIC) program. The second volume discusses trends and issues in the areas of education covered by each of the clearinghouses. These discussions focus on critical research findings and their implications for practice, and provide notes and references to help interested readers obtain additional information. In order to document and chronicle trends in their scope areas, writers from each of the clearinghouses used a variety of sources, including documents and journal articles in the ERIC database, clearinghouse publications, searches of ERIC and other databases, and discussions with clearinghouse advisory board members and other professionals in the field. Discussions of trends and issues are presented for the scope areas of each of the 16 clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Educational Management; (4) Elementary and Early Childhood Education; (5) Handicapped and Gifted Children; (6) Higher Education; (7) Information Resources; (8) Junior and Community Colleges; (9) Languages and Linguistics; (10) Reading and Communication Skills; (11) Rural Education and Small Schools; (12) Science, Mathematics and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. A directory of the ERIC Clearinghouses is appended. (EW)

ED 301 194 IR 052 537
Krimmelbein, Cindy Thompson, Bonnie
Library Media Needs Assessment Instrument.
Anne Arundel County Public Schools, Annapolis, Md.
Pub Date—82
Note—6p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, *Learning Resources Centers, Library Collection Development, Library Instruction, *Library Role, *Library Services, *Media Specialists, *Needs Assessment, Questionnaires, School Libraries, Teacher Attitudes
This questionnaire is designed to assess teachers' needs for school library media center services. General areas covered are: (1) services provided by the library media center which might be useful; (2) curriculum development and long-term planning; and (3) media center collection and selection. (MES)

ED 301 195 IR 052 538
Crosson, Vicky L. Stuiley, Jay C.
Spinning Stories: An Introduction to Storytelling Skills.
Texas State Library, Austin. Dept. of Library Development.
Pub Date—Aug 88
Note—43p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Children, Elementary Education,

*Language Skills, Library Extension, Library Services, Media Selection, Memory, Public Libraries, *Story Telling

The first section of this manual provides background on storytelling and the importance of storytelling for children, describes the essential elements of the storytelling process, and discusses the place of storytelling in the schools. Language arts and creative skills developed by storytelling are also identified. Guidelines for choosing a story, techniques for learning the story, and tips on telling the story are presented in the second section. The third section offers suggestions for developing a storytelling program and on how public library staff can set up storytelling visits in the schools. Lists of resources on storytelling, sources for good stories, and resource centers for storytelling are included. (MES)

ED 301 196 IR 052 539

Annual Program, 1989. Texas State Library.

Texas State Library, Austin.

Pub Date—88

Note—319p.; For Annual Program 1988, see ED 287 501.

Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Annual Reports, Disabilities, Disadvantaged, Grants, Institutionalized Persons, Library Administration, Library Facilities, *Library Networks, Library Planning, Library Statistics, Limited English Speaking, Literacy Education, Older Adults, *Program Costs, *Program Descriptions, Public Libraries, Regional Libraries, Shared Library Resources, *State Programs

Identifiers—*Library Services and Construction Act, *Texas State Library

This report provides information related to the Texas State Library's fiscal year 1989 Library Services and Construction Act (LSCA) 20 U.S.C. 351 et seq. state-administered program. Information is included on: (1) Standard Form 424 for federal assistance; (2) fiscal breakdowns of estimated expenditures; (3) specific requirements for maintenance of effort (MOE), and maintenance of support, administration, and construction for major urban resource libraries (MURLs); (4) certification of the annual program; and (5) a source of funds summary by LSCA priority. In addition, annual program reports and program narratives are provided for the following Title I projects: (1) Project 1: Areas without Services; (2) Project 2: Areas with Inadequate Services; (3) Project 3: Services to Disadvantaged; (4) Project 4: Service to Physically Handicapped; (5) Project 5: State Institutional Library Services; (6) Project 7: Major Urban Resource Libraries; (8) Project 9: Services to Limited English-Speaking; (9) Project 10: Services to the Elderly; (10) Project 12: Literacy Programs; and (11) Project 14: Administration. Information is also provided for Title II, Project 1: Public Library Construction; and for Title III, Project 1: Planning for Cooperative Library Networks, and Project 2: Establishing, Expanding and Operating Library Networks. Eight appendixes include grant application guidelines for various LSCA programs. (CGD)

ED 301 197 IR 052 540

The Long Range Plan for Statewide Library Development in Texas, 1989-1991.

Texas State Library, Austin. Dept. of Library Development.

Pub Date—[88]

Note—239p.; For 1988-1990 report, see ED 287 504.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Cooperative Planning, Government Role, Guidelines, *Library Administration, *Library Cooperation, Library Networks, *Library Services, *Long Range Planning, Master Plans, Questionnaires, *Shared Library Resources, State Libraries, State Programs, *Statewide Planning, Worksheets

Identifiers—Library Services and Construction Act, *Texas

This long-range plan was prepared to satisfy the requirements of the Library Services and Construction Act (LSCA; Public Law 98-480) and to guide the Texas State Library and Archives Commission in the fulfillment of its statutory mission. The plan provides a framework for the establishment or expansion of programs to carry out the purposes mandated by the state and federal governments. The first four chapters provide an overview of the Statewide Library Development Program of the Texas State Library, including an assessment of the current situation of libraries in Texas and goals and objectives for improving library services in Texas in the coming years. More detailed information on the library development program is provided in the appendixes, which include materials on the Automation and Resource Sharing Plan (for fiscal years 1989-1991); Evaluation and Criteria (guidelines, forms, and reports for projects included in the annual program); Dissemination of LSCA Information; Coordination of LSCA Programs with Institutions of Higher Education and Public Schools; and policies and procedures for the allocation of Title I, Title II, and Title III funds. (CGD)

ED 301 198 IR 052 541

Smalls, Mary L.

A Proposal for Change: The Miller F. Whittaker Library's Long Range Program, 1985-1995. Revised.

Pub Date—Oct 87

Note—46p.; Requirements for Specialist in Librarianship Degree, University of South Carolina.

Pub Type— Dissertations/Theses - Undetermined (040) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Libraries, *Adoption (Ideas), Black Education, *Change, Evaluation Criteria, Higher Education, Human Resources, Inservice Education, Library Science, *Library Services, *Long Range Planning, Models, Online Systems, Program Proposals, Specifications, Staff Development, Technological Advancement, *User Needs (Information)

Identifiers—*University of South Carolina Columbia

This document presents an outline of a 10-year (1985-1995) library program proposal for an academic library. Six areas crucial to dealing with a changing academic library environment are analyzed as they relate to internal and external change factors. These factors, which focus on meeting the information needs of users for a new century, include: (1) the need to identify the requirements of the new information technology age; (2) an assessment of user needs for the information age; (3) an analysis of human resources; (4) how the administration perceives library change and its relationship to the mission of the institution; (5) need for additional training and/or education for librarians and staff; and (6) availability of financial resources needed to adopt and adapt to changes in information technology that will best meet the needs of users. Models are used to explore changing roles for librarians, expanded programs and services to a broader scope of users, increased use of performance measures, and the need for staff to improve personal and professional skills. Appended are an organizational chart of the library and diagrams of two of the models discussed in the paper. (16 footnotes and 8 references) (CGD)

ED 301 199 IR 052 542

Services and Resources for Young Adults in Public Libraries. Survey Report.

National Center for Education Statistics (ED), Washington, DC.

Report No.—CS-88-418

Pub Date—Jul 88

Note—39p.; Data Series: FRSS-28.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Branch Libraries, Elementary Secondary Education, Information Needs, Inservice Education, *Librarians, Library Materials, *Library Services, *Public Libraries, Questionnaires, Statistics, Surveys, *Use Studies, Youth Agencies

This survey of public libraries, which was performed under contract by Westat, Inc., using the Fast Response Survey System (FRSS), focused on their services and resources for young adults between the ages of 12 and 18. Questionnaires were sent to 846 public libraries; the response rate to the survey was 98%. The sample included 540 main and 306 branch libraries, and data were collected from individual library buildings rather than from library systems. Survey items included: (1) availability of young adult sections in libraries and kinds of materials they contain; (2) staff resources for young adults; (3) availability and use of library services for young adults; (4) amount of library cooperation with schools and other youth-serving organizations; and (5) perceived barriers to increased use of the library by this age group. The key findings included: (1) one out of every four public library patrons in 1986-87 was a young adult; (2) only 11% of U.S. public libraries have a young adult librarian; (3) 84% of the libraries offer a section or collection of materials specially designated for young adults, and in 74% of these libraries, the young adult materials were moderately or heavily used; (4) libraries with a young adult librarian are more apt to report moderate or heavy use of library services by young adults; and (5) in libraries without a young adult librarian, this group is primarily served by generalists. Findings are summarized in 15 tables, and a copy of the questionnaire is attached. (CGD)

ED 301 200 IR 052 543

Hayes, James

A Survey of Characteristics of Control of State Documents by State Document Authorities.

Pub Date—Dec 87

Note—46p.; M.L.S. Thesis, State University of New York at Albany.

Pub Type— Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Archives, *Classification, Databases, *Depository Libraries, *Documentation, *Government Role, Hypothesis Testing, Information Dissemination, Information Services, Masters Theses, Online Systems, Power Structure, Questionnaires, Reference Services, *State Agencies, Surveys

Identifiers—*Ephemera

This master's thesis presents the results of a survey designed to study the control of state documents by state document authorities. A questionnaire was developed and sent to the institutions in each state which are responsible for the official collection of their state's documents, in an effort to determine the degree of adherence to guidelines adopted for the control of state documents and the variety of methods used to control state publications. Forty-two (84%) of the 50 states surveyed responded. These data were used to test three hypotheses: (1) states which collect documents from other states house them separately from documents of their own state; (2) states which collect ephemera do not classify them; and (3) most states use established classification schemes to control their state's publications. Discussion of data pertaining directly to the hypotheses comprises the main body of the paper and other parts of the survey are used to supplement the findings. It was concluded that the future of automation may hold the answer to many current problems associated with the control of state documents. Copies of the questionnaire and documents pertinent to the survey are appended. (34 notes, 44 references) (CGD)

ED 301 201 IR 052 544

Wren, Christopher G. Wren, Jill Robinson

The Teaching of Legal Research.

Pub Date—88

Note—60p.

Available from—Adams & Ambrose Publishing, 1274 South Park St., Suite 8000, P.O. Box 9684, Madison, WI 53715 ($3.00).

Journal Cit—Law Library Journal; v80 n1 p8-61 Win 1988

Pub Type— Journal Articles (080) — Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, Curriculum Development, Graduate Students, Higher Education, History, *Law Libraries, *Law Schools, *Legal Education (Professions), *Library Instruction, *Process Education, *Research Skills

Identifiers—*Self Sufficiency

Arguing that the typical legal bibliographic course is a "curricular anomaly" which emphasizes the characteristics of law books, this article advocates a fundamental shift away from the bibliographic orientation to an emphasis on the research process, i.e., how researchers use the books. The discussion examines the drawbacks inherent in a bibliographic teaching approach and explores how, despite these drawbacks, the bibliographic orientation came to dominate legal research instruction. Legal research is defined as a series of steps in the course of which a researcher develops a comprehensive strategy for selecting appropriate resources that may yield a solution to a legal problem, and a teaching approach that emphasizes this process is proposed as a means

of overcoming the drawbacks of bibliographically oriented instruction. The benefits of shedding the bibliographic orientation for both teachers and students are explained, and it is argued that this approach would align the legal research course with other law school courses and move it into the curricular mainstream. (CGD)

ED 301 202 IR 052 545
Perdue, Bob Piotrowski, Chris
The Utility of the BIOSIS PREVIEWS Database in Psychiatric Research.
Pub Date—88
Note—11p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, *Bibliographic Databases, *Citations (References), Comparative Analysis, Health, *Information Retrieval, *Information Services, Information Utilization, Medicine, *Psychiatry, Research Libraries, *Search Strategies, Use Studies
Identifiers—BIOSIS PREVIEWS, MEDLINE, PsycINFO
Designed to evaluate the usefulness of the BIOSIS PREVIEWS database when searching the psychiatric literature, this study compared the effectiveness of this online database with the effectiveness of two other computerized databases, MEDLINE and PsycINFO (Psychological Abstracts), which psychiatric researchers and clinicians usually rely on when engaged in bibliographical retrieval of psychiatric/-medical literature. Two strategies were used. First, 12 items were randomly selected from the titles of recently published articles (1983-April 1988) in the psychiatric literature. Each term was searched in BIOSIS, MEDLINE, and PsycINFO to determine the potential usefulness of BIOSIS in psychiatry when compared to the other two databases. In the second search strategy, six of the original terms were individually combined with other terms commonly found in the literature. When the total citation output on these combination terms was compared among the three databases, it was found that BIOSIS PREVIEWS was the most productive in the number of citations retrieved from the search terms selected for this study. These search results indicate the efficacy of the BIOSIS PREVIEWS database for psychiatric research and its potential usefulness as an adjunct to comprehensive multi-database search strategies, particularly when comprehensive literature retrieval is desired. Two tables display tabulations of the numbers of citations retrieved from each of the three databases. (7 references) (CGD)

ED 301 203 IR 052 546
You Should Know: Your Privacy and State Agency Records.
New York State Committee on Open Government, Albany.
Report No.—384006-012
Pub Date—[Mar 85]
Note—14p.
Available from—Committee on Open Government, New York State Department of State, 162 Washington Avenue, Albany, NY 12231 (free while supply lasts).
Pub Type— Guides - General (050) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Confidential Records, Databases, *Disclosure, *Freedom of Information, Government Role, *Information Dissemination, *Privacy, *State Agencies, State Legislation
Identifiers—Open Meetings, *Right of Access
This brochure outlines the general provisions of the Personal Privacy Protection Law (Public Officers Law, Article 6-A, sections 91-99) which became effective on September 1, 1984, and is intended to protect each individual's privacy by regulating the manner in which the state collects, maintains, and disseminates personal information about its citizens. Included in the brochure are brief discussions of: (1) terms used in the law; (2) state agencies' responsibilities; (3) how to obtain your records; (4) your right to correct or amend your record; (5) your right to disagree; (6) fees; (7) protection of privacy; (8) notation of disclosures to others about you; and (9) other laws that protect privacy. Also included are sample letters for requesting records; appealing a denial of access of records; requesting to amend records; and appealing a refusal to amend records. (CGD)

ED 301 204 IR 052 547
Your Right To Know. New York State's Open Government Laws.
New York State Committee on Open Government, Albany.
Report No.—384006-006
Pub Date—[Jan 87]
Note—18p.
Available from—Committee on Open Government, New York State Department of State, 162 Washington Avenue, Albany, NY 12231 (free while supply lasts).
Pub Type— Guides - General (050) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Confidential Records, Courts, Disclosure, *Freedom of Information, Government Role, *Information Dissemination, *Privacy, State Agencies, State Legislation
Identifiers—New York, *Open Meetings, *Right Of Access
This brochure first discusses the make-up of the Committee on Open Government and its responsibility for overseeing the implementation of two laws: the Freedom of Information Law (Public Officers Law, sections 84-90), which governs rights of access to government records; and the Open Meetings Law (Public Officers Law, sections 100-111), which concerns the conduct of meetings of public bodies and the right to attend those meetings. An explanation is given of the Freedom of Information Law, what records are accessible, how to obtain records, and access to court records; sample request and appeal letters are provided. Discussion of the Open Meetings Law includes an explanation of what a "meeting" is, what is covered by the law, notice of meetings, closed meetings, minutes of meetings, enforcement of the law, the site of meetings, and exemptions from the law. (CGD)

ED 301 205 IR 052 548
Neroda, Edward W.
Campus Information Policy Analysis.
Pub Date—[88]
Note—18p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, *Academic Libraries, Access to Information, Copyrights, Educational Technology, Higher Education, *Information Dissemination, *Library Planning, *Policy, Privacy, Questionnaires, Shared Resources and Services, Surveys, Technological Advancement, Telecommunications, *Values
Identifiers—Eastern Montana College, Vendors
This document reports the results of a study undertaken to explore the extent to which integration or convergence of campus information services was reflected in policy, with the goal of discovering whether or not such an analysis might possibly reveal instances where policy did not promote organizational goals. Investigated were information policies generated or adhered to by a number of departments at Eastern Montana College: courier services, the radio station, printing services, the bookstore, the communication center, audiovisual services, the library, and the computer center. A generic, open-ended questionnaire was used to survey key personnel in these units. Analysis of the data indicated that: (1) the evolution of policy, both oral and written, was affected and influenced by many external and internal forces (discussed in the paper); (2) while there were many commonalities among the various information handling departments, these did not insure uniform or consistent responses to similar issues; (3) the desire for improved communication to facilitate the use of existing resources was greater than the need for integration; (4) no policy appeared to be greatly at variance with organizational goals; and (5) policy integration appeared only at the executive level of the academic hierarchy. (7 footnotes) (CGD)

ED 301 206 IR 052 549
Cline, Lynn And Others
Southwest Missouri State University Libraries Collection Development Guidelines.
Southwest Missouri State Univ., Springfield.
Pub Date—Aug 88
Note—89p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Libraries, *Access to Information, Administration, Curriculum Development, Guidelines, Higher Education, *Library Collection Development, Library Planning, Mission Statements, Ownership, *Policy Formation, Reference Services, *Shared Resources and Services
Identifiers—Association of Research Libraries, Southwest Missouri State University
This set of collection development guidelines is the response of an academic library to the question of when and where it is most advantageous to provide access to information through resource sharing in lieu of ownership. A Collection Development Committee, appointed by the dean of the university and guided by a self-study format provided by the Association of Research Libraries, collaborated over a two-year period to develop these guidelines concerning the question of ownership. The guidelines include: (1) an introduction with a statement of purpose; (2) a policy statement outline describing its purpose and emphasis, collection parameters, collecting levels, related subject statements, and additional sources (outside libraries or resource centers with special collections); (3) collecting levels and language codes; (4) mission statement of the library; (5) gift policy; (6) a description of the various university libraries in light of the policy statement components; and (7) policy collection statements for each of the university libraries and departments. (CGD)

ED 301 207 IR 052 550
de Bruijn, Erik
The Effect of Automation on Job Duties, Classifications, Staffing Patterns, and Labor Costs in the UBC Library's Cataloging Divisions: A Comparison of 1973 and 1986.
British Columbia Univ., Vancouver. Library.
Pub Date—10 Dec 86
Note—69p.
Pub Type— Information Analyses (070) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Libraries, *Automation, Budgeting, *Cataloging, Comparative Analysis, Foreign Countries, Higher Education, Labor Economics, *Library Personnel, *Library Planning, Library Services, Literature Reviews, Occupational Information, *Productivity, Technological Advancement
Identifiers—University of British Columbia (Canada)
This report discusses an ex post facto study that was done to examine the effect that the implementation of automated systems has had on libraries and support staff, labor costs, and productivity in the cataloging divisions of the library of the University of British Columbia. A comparison was made between two years: 1973, a pre-automated period when a comprehensive set of job descriptions for library positions had been written; and 1986, when an in-house automated cataloging system was in place. A discussion of certain assumptions and limitations that apply to the study is followed by an extensive review of the related literature. The experience of the library's cataloging divisions with automation is then reviewed in an attempt to answer seven research questions. Data required for the study were obtained from library and personnel department records. Analyses of these data indicated that automation in this library had the following effects: (1) an increase in the number of librarians; (2) a decrease in the number of support staff; (3) an increase in the ratio of librarians to support staff; (4) changes in duties and responsibilities of librarians and support staff; (5) apparently reduced labor costs; and (6) increased productivity. Appendixes contain organization diagrams for 1973 and 1986 as well as 12 tables displaying the results of the data analyses. (51 references) (CGD)

ED 301 208 IR 052 551
Hu, Chengren
An Evaluation of a Gateway System for Automated Online Database Selection.
Pub Date—[88]
Note—9p.; Paper presented at the National Online Meeting (New York, NY, May 10-12, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, *Artificial Intelligence, College Students, Comparative Analysis, Computer System Design, *Databases, Educational Technology, Higher Education, Librarians,

Man Machine Systems, *Online Searching, *Online Systems, Questionnaires, Surveys, Tables (Data), Technological Advancement
Identifiers—*Gateway Systems, University of Illinois Urbana Champaign
This paper describes a study that was undertaken at the University of Illinois at Urbana-Champaign to compare the databases selected by 75 inexperienced student online searchers aided by an existing gateway system–INFOMASTER, a version of EASY-NET–with databases selected manually by four experienced searchers who were reference librarians from four departmental libraries. The online searches were done in response to patron requests in the university library, and the topics searched were the same for both groups. The database selections of the librarians were then compared with the selections made by students using INFOMASTER to investigate the hypothesis of this research, i.e., the inexperienced searchers aided by the gateway would do as well as the experienced professional searchers in selecting databases likely to be the most productive in their yield of potentially relevant items. The comparison shows that database selection by INFOMASTER still depends heavily on human judgments, especially in the selection by searchers of the subject field in which a query falls. Suggestions for improving automated database selection systems with artificial intelligence techniques conclude the report. Appended are five tables displaying statistics and results of data analyses together with an example of database postings. (8 references) (CGD)

ED 301 209 IR 052 553
Wood, F. E.
Guidelines for Teachers of Online Information Retrieval.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-88/WS/7
Pub Date—Jun 88
Note—150p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Curriculum Development, Databases, Guidelines, Higher Education, *Information Retrieval, Information Services, *Library Education, Online Searching, *Online Systems, Optical Data Disks, *Professional Continuing Education, Teaching Methods, Telecommunications, *Users (Information)
Identifiers—*Information Science Education
These guidelines are intended to provide realistic and practical guidance about the options available to teachers and planners of education and training programs wholly or partly concerned with online information retrieval, particularly those in academic departments of library and information studies. Seven sections address: (1) the aims and scope of the guidelines; (2) possible reasons for teaching online information retrieval in both professional library and information studies education and user education; (3) the place of online information retrieval topics in the curriculum; (4) online information retrieval topics, including online services, databanks, full-text services, videotex, other electronic publishing, artificial intelligence and expert systems, in-house database development, marketing online services, online cataloging services and catalogs, policy and economic aspects, international issues and local problems, user education, and online information services as sources of information; (5) sample teaching programs for user education, continuing professional education, and basic professional education; (6) facilities for teaching online information retrieval; and (7) practical aspects of course planning and administration, including making teaching aids, planning practical sessions, setting up an online service for teaching, budget and administration, teaching methods, visits and visiting speakers, field work, and evaluation. Five appendixes include lists of English language journals, selected English language readings, and acronyms and abbreviations; resources for teaching information retrieval; and a glossary of terms used. (18 references) (CGD)

ED 301 210 IR 052 555
Bard, Therese Bissen, Ed. Harris, Ira W., Ed.
Intellectual Freedom: The First Amendment and the Right To Know.
Hawaii Univ., Honolulu. Graduate School of Library Studies.
Spons Agency—Hawaii State Dept. of Education, Honolulu.
Pub Date—87
Note—95p.; Papers presented at the Institute on Intellectual Freedom: The First Amendment and the Right To Know (Honolulu, HI, June 1982).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Censorship, *Creationism, Elementary Secondary Education, *Instructional Materials, *Intellectual Freedom, Library Associations, Parent School Relationship, Religion, *School Libraries
Identifiers—*First Amendment
The ten papers in this document were presented at a week-long institute in 1982 and are published now because of concerns about recurring threats to intellectual freedom and First Amendment rights. Included are: (1) "Intellectual Freedom: The First Amendment and the Right To Know" (Dennis Day); (2) "How Conflicting Values Result in Challenges to Library Materials" (Nancy Motomatsu and Jean Wieman); (3) "The Legal View: The First Amendment and the Students' Right To Know" (Sherry Broder); (4) "The Role and Responsibility of the Legislator Regarding First Amendment Rights" (Mary George); (5) "Intellectual Freedom and the Right To Know: The Educator's Concerns" (Herman M. Aizawa); (6) "Intellectual Freedom and the Concerns of Religious Groups Regarding Library and Instructional Materials" (Cromwell Crawford); (7) "Public Education and the Christian Parent: New Opportunities for the Librarian" (Royal R. Fruehling; (8) "Christian Education and First Amendment Rights" (Daniel J. Dever); (9) "Creationism and Freedom of Choice: A Scientific View" (Sanford M. Siegel); and (10) "Professional Associations and Intellectual Freedom" (Sarah K. Vann). Several of the papers include bibliographic references. (EW)

ED 301 211 IR 052 556
Kibirige, Harry M.
Local Area Networks for Information Retrieval.
City Univ. of New York, Flushing, NY. Queens Coll. Graduate School of Library & Information Studies.
Pub Date—[87]
Note—13p.; For a related paper, see IR 052 557.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Information Centers, *Information Retrieval, *Library Networks, Library Research, *Local Area Networks, *Microcomputers, *Online Searching, *Users (Information)
This examination of the use of local area networks (LANs) by libraries summarizes the findings of a nationwide survey of 600 libraries and information centers and 200 microcomputer networking system manufacturers and vendors, which was conducted to determine the relevance of currently available networking systems for library and information center use. LANs and their components are described, and the role of microcomputers in LAN development is considered. The results of the study are provided together with a sample list of libraries and information centers that currently use LANS. (EW)

ED 301 212 IR 052 557
Kibirige, Harry M.
Microcomputer Networking.
City Univ. of New York, Flushing, NY. Queens Coll. Graduate School of Library & Information Studies.
Pub Date—[86]
Note—18p.; For a related paper, see IR 052 556.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, *Computer System Design, Information Centers, *Library Networks, Library Research, *Local Area Networks, *Microcomputers, *Needs Assessment
Identifiers—Software Evaluation, *Vendors
This paper presents an interim report of a nationwide study of microcomputer networking in American libraries and information centers. The purpose of the project is to evaluate the relevance of currently available networking systems for use in libraries and information centers. Two major aspects are investigated. First, using a sample of libraries and information centers, the need for microcomputer networking is being assessed. Second, microcomputer networking manufacturers and vendors are being investigated to identify systems that can be adapted/adopted for library/information center applications. Preliminary results indicate that data sharing is the most important reason for microcomputer networking in libraries. The final report will provide guidelines on evaluation and selection of networking systems. The text is supplemented by one figure and two tables. (13 references) (Author/EW)

ED 301 213 IR 052 558
Hall, Blaine And Others
Reference Services Manual.
Brigham Young Univ., Provo, Utah. Library.
Pub Date—Jun 88
Note—103p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*College Libraries, *Guidelines, Higher Education, Library Catalogs, *Library Guides, Reference Materials, *Reference Services, *Users (Information)
Identifiers—*Brigham Young University UT
This document is a manual of the official guidelines, policies, standards and procedures for reference service in the Harold B. Lee Library of Brigham Young University. The manual serves as a reference source for answering questions raised by reference personnel or patrons about reference policies and procedures of the library, and will also be used to train new reference personnel. After an introduction and an overview of the library's reference services, reference service policies and procedures are described, and reference services priorities are outlined. Circulation policies and patron categories are described, and the library catalog and computer systems are detailed. Appendixes, which comprise about half of the manual, provide information on the following: (1) library reference departments, (2) specialized library collections, (3) special library services, (4) library consortia and networks, (5) professional library associations, (6) orientation and instructional programs, (7) reference forms, and (8) related documents. An index is provided. (EW)

ED 301 214 IR 052 559
Abrera, Josefa B.
Doctoral Programs, Theses, and Graduates in Library and Information Science in the United States: An Analysis of the Published Literature, 1960-1980. Occasional Papers Number 183.
Illinois Univ., Urbana. Graduate School of Library and Information Science.
Pub Date—Sep 88
Note—49p.
Available from—Occasional Papers, Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 ($5.00).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Content Analysis, *Doctoral Dissertations, *Doctoral Programs, *Graduates, Graduate Surveys, Higher Education, *Information Science, *Library Research, Library Schools, *Library Science, Longitudinal Studies, Program Descriptions
This study analyzes and synthesizes the published information on doctoral programs, dissertations, and graduate students in library and information science in the United States from 1960 to 1980, and identifies those aspects that have been reported in the literature since the publication of the last such study in 1959. Data were gathered by manual searches of library-oriented indexes and a computerized search of ERIC using the PROBE retrieval program. The published literature for the target dates included 61 items, of which 20 focused primarily on doctoral programs, 21 on doctoral dissertations, and only one on doctoral graduates; seven reported on both doctoral programs and dissertations, three on doctoral programs and graduates, and one on doctoral dissertations and graduates; and seven examined all three areas. Publications on doctoral programs are analyzed in terms of admissions, courses, competencies, degrees, examinations, committees, faculty, recruitment, objectives, history, ranking, contribution to the profession, and issues and problems. Analyses of doctoral theses focus on statistical data, subject/topic, methodology, length of time to complete, published format, citation patterns, value/importance, shortcomings, and bibliographies/lists. Data on doctoral graduates are discussed in terms of socioeconomic factors, educational background, position held, prior profes-

sional experience, salaries, professional membership, and publications. Appendixes include a table of categories of doctoral programs, theses and graduates and a list of bibliographies of library/information science dissertations. (77 references) (EW)

ED 301 215 IR 052 560
Brooks, Douglas C.
Federal Information Policies: The Impact on Competitiveness. A Summary of Proceedings of a Federal Library and Information Center Committee (FLICC) Annual Forum on Federal Information Policies (5th, Washington, DC, March 7, 1988).
Federal Library and Information Center Committee, Washington, DC.
Pub Date—88
Note—37p.; For the fourth annual forum, see ED 287 489.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Business, *Competition, *Federal Government, *Foreign Countries, *Information Transfer, Policy Formation, *Scientific and Technical Information, *Technology Transfer
Identifiers—*National Information Policy, United States
This booklet summarizes the proceedings of a forum on the state of federal information policies as they relate to aiding American competitiveness in industrial and information markets at home and abroad. Speakers whose remarks are summarized include Librarian of Congress James H. Billington; New York Congressman Sherwood Boehlert, the keynote speaker; and Dr. Richard Rowberg, chief of the Science Policy Research Division, Congressional Research Service (CRS), Library of Congress. Panelists for the morning session, which focused on the collection and dissemination of foreign scientific and technical information, included Dr. Christopher T. Hill, senior specialist in Science and Technology, CRS; Barry C. Beringer, associate under secretary for economic affairs, Department of Commerce; Charles T. Owens, head of the Information and Analysis Section, Division of International Programs of the National Science Foundation; and Dr. Michael Maccoby, director of the Project on Technology, Work, and Character in Washington, DC. Richard Simona, director of International Affairs and general counsel of Dialog Information Services, Inc., presided over the afternoon session, which considered the development of policies to enhance competitiveness of the U.S. information product. Afternoon speakers included Dr. Peter Hernon, professor at the Graduate School of Library and Information Science of Simmons College, Boston, Massachusetts; Marvin I. Weinberger, senior vice president for marketing and corporate development of Telebase Systems; Patrick Gibbins, managing director of Archetype Systems in London; and Dr. Herbert R. Brinberg, president and chief executive officer of Wolters Samsom U.S. Corporation. (BW)

ED 301 216 IR 052 561
Ingle, Henry T.
Hispanics and the New Information Technology. Proceedings of a Tomas Rivera Center Policy Issues Seminar (Washington, D.C., March 28, 1988).
Tomas Rivera Center, Claremont, CA.
Spons Agency—Benton Foundation, Washington, DC.; Northwestern Univ., Evanston, Ill.
Pub Date—28 Mar 88
Note—24p.
Available from—The Tomas Rivera Center, Claremont Graduate School, 710 N. College Avenue, Claremont, CA 91711-3921 ($5.00).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Access to Information, Change Strategies, *Communications, Demography, Futures (of Society), Government Role, *Hispanic Americans, *Information Technology, Labor Supply, Opportunities, *Policy, Social Change, Socioeconomic Status, Technological Advancement
Identifiers—Private Sector, Public Sector
This report summarizes the proceedings of a seminar which was organized to promote discussion on ways to influence the long-term direction and benefits that new technological developments in the media of communication and information exchange might have on the educational, employment, and general socioeconomic needs of a growing Hispanic population whose development is important to the future of the United States. The three policy issues that were presented and discussed at the seminar are outlined: (1) equity and access concerns associated with the use of new information technology; (2) opportunities for linking the use of these new technologies across work, school, and home settings; and (3) possible roles for public-private sector cooperation. Following a summary of the discussions of these three policy issues, major recommendations for action by government policymakers, business and industry representatives, philanthropic and funding agencies, and scholars and researchers are presented. Other policy observations and perspectives, conclusions, and suggestions for possible activities in the future complete the proceedings document. A list of seminar participants and the questions used to guide and orient group discussions of the three policy issues are appended. (CGD)

ED 301 217 IR 052 562
Libraries and Media around the World. Ohio Media Spectrum. Volume 39, No. 4.
Ohio Educational Library/Media Association, Columbus.
Pub Date—87
Note—121p.
Available from—Ohio Educational Library/Media Association, 40 South Third Street, Suite 230, Columbus, OH 43215 ($6.00 plus $1.40 for postage and handling).
Journal Cit—Ohio Media Spectrum; v39 n4 Win 1987
Pub Type— Information Analyses (070) — Reports - Descriptive (141) — Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Libraries, Archives, Elementary Secondary Education, Foreign Countries, Higher Education, Library Associations, Library Education, *Library Science, Media Selection, *National Libraries, Periodicals, *Public Libraries, *School Libraries, *Special Libraries, Technological Advancement
Identifiers—International Association of School Librarianship
Devoted to articles on libraries in foreign countries, this issue of a quarterly journal focuses on how these libraries are using print and nonprint resources to serve their patrons. The structure and organization of these foreign library/media services are discussed, as well as their histories and the constraints that have shaped their services. An introductory article describes the International Association of School Librarianship, and the remaining 13 articles consider the libraries and media in 12 countries: Greece, Australia, Brazil, China, Japan, Iran, Pakistan, Portugal, Luxembourg, Austria, the Netherlands, and Sweden. (CGD)

ED 301 218 IR 052 564
Wood Lee, Mary
Prevention and Treatment of Mold in Library Collections with an Emphasis on Tropical Climates: A Ramp Study.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-88/WS/9
Pub Date—Jun 88
Note—89p.; Photographs will not reproduce well.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Climate, Climate Control, Emergency Programs, *Environmental Influences, Humidity, Library Collections, *Library Equipment, *Library Materials, *Library Planning, Nutrition, Poisons, *Prevention
Identifiers—*Fungi, *Tropics, United Nations Economic and Social Council
This study focuses on the prevention and basic treatment of recurring mold growth in tropical climates where library-wide environmental control is not always possible. The introduction discusses major climatic groups; the effects of climate on specific materials found in library resources; and the range of options for modifying the environment. The next six chapters deal with the following topics: (1) the structure and nature of mold, and the environmental and nutritional factors in their growth and survival; (2) implications of the mold problem in the library setting; (3) prevention of mold growth in the library environment; (4) the traditional chemical approaches used to treat mold growth, i.e., fungicides and fumigation, and concerns in their use; (5) treatment options that might be used, based on an analysis of the problems and the nature of the material that is affected; and (6) a list of equipment and supplies for dealing with the problem. References to the literature cited appear at the end of each chapter. The final chapter provides a selected bibliography of 76 references. (CGD)

ED 301 219 IR 052 565
Serials Control and Deselection Projects. SPEC Kit 147.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
Pub Date—Sep 88
Note—136p.
Available from—Systems and Procedures Exchange Center, Office of Management Services, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington DC 20036 ($20.00).
Pub Type— Information Analyses (070) — Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Libraries, Access to Information, *Budgets, Competition, Government Role, Higher Education, *Library Acquisition, Library Collections, *Library Expenditures, *Library Material Selection, Management Information Systems, *Research Libraries, *Serials
This Systems and Procedures Exchange Center (SPEC) Kit on serials control and deselection projects provides a timely review of the efforts of research libraries to control the increasing costs of serial subscriptions. This kit contains documents from 13 libraries: University of California at Los Angeles and Riverside; Universities of Florida, Iowa, Kansas, Louisiana, Michigan, Minnesota, North Carolina at Chapel Hill, State of New York at Buffalo, Texas, and Toronto; and the Research Libraries Group. The documents include: (1) memoranda informing and instructing faculty and librarians; (2) tables, graphs, and spreadsheets to provide a statistical and visual perspective; (3) reports to administrators explaining the situation within a local and national context; (4) internal operating policies, procedures, timetables, and forms; (5) progress reports to administrators, faculty, and librarians; and (6) newsletters and press releases. Also included in the kit are a two-page management flyer; the May 1988 SPEC call for documents; and a selected reading list of four items. (CGD)

ED 301 220 IR 052 566
Vocino, Michael, Jr. Kellogg, Martha H.
Student Employees in Academic Libraries: Promise and Potential.
Pub Date—[87]
Note—26p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Libraries, Budgeting, Higher Education, Job Training, Labor Turnover, *Library Personnel, Library Statistics, Library Surveys, Literature Reviews, *Performance, Policy, Questionnaires, *Staff Role, *Student Evaluation, *Supervision, Work Study Programs
Identifiers—*University of Rhode Island
This report presents the results of two surveys undertaken at the University of Rhode Island (URI) Libraries over a 2-year time period, one addressed to URI library student employees, and the other to their supervisors. Of the 171 students and 20 staff supervisors who received questionnaires, 144 students (84.21%) and 19 supervisors (95%) responded. The questionnaires sought information on: (1) who the typical student employees are; (2) the conditions of their employment as perceived by the students themselves and the staff who hire, supervise, and train them; (3) whether this sizeable workforce is being utilized effectively; and (4) whether any questions posed or conclusions drawn from the URI library student employee experience can be applied universally to similar situations in other academic libraries. Staff members were asked specifically about the initial hiring of student employees; their training and supervision; their retention; and benefits/disadvantages of student workers. The results of the two surveys are summarized and compared with the results of previous studies reported

in the literature. It is concluded that academic libraries, rather than mismanaging the student workforce as reported in most of the literature, are investing the optimum amount of resources necessary to assure the continued effective and efficient functioning of the institution. Appended are copies of student and staff questionnaires; a student performance evaluation form; and a memorandum to student library employees. (9 references) (CGD)

ED 301 221 IR 052 567
Ohler, Judith K.
Training Coordinator's Manual: A Handbook for Training Preprofessionals at a Reference Desk.
Pub Date—[88]
Note—66p.
Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Academic Libraries, Graduate Students, Guidelines, Higher Education, *Instructional Development, Interlibrary Loans, *Job Training, *Nonprofessional Personnel, Online Searching, Personnel Evaluation, *Reference Services, Student Responsibility, Worksheets
Identifiers—Kent State University OH, OCLC, *Student Assistants

A training manual created by a reference librarian at Kent State University who was responsible for training and supervising graduate library science students for reference work, this handbook is offered as a guide to librarians for developing a training program for preprofessionals or nonprofessionals who work at a library reference desk. The manual first briefly discusses four aspects of training–planning, preparation, execution, and evaluation–and then provides examples of resources used for training student reference assistants (SRAs). These examples include: (1) an outline of the duties and responsibilities of training coordinators and SRAs; (2) sample letters for responding to queries about employment in the reference department; (3) student work schedules; (4) an SRA information sheet; (5) forms for listing projects; (6) an itinerary for a library tour; (7) copies of worksheets used to test understanding of library procedures together with the answers; (8) copies of OCLC exercises used to test understanding of OCLC procedures and the answers; (9) a library guide on interlibrary loan searching, with sample questions and answers; (10) letters explaining midterm discussions with, and evaluation of, SRAs; and (11) a guide to indexes on current events, with questions and answers on the indexes. (20 references; 8 notes) (CGD)

ED 301 222 IR 052 573
Li, Tze-chung
The Future of American Library Education–Return to Basics?
Pub Date—Nov 85
Note—15p.; Paper presented at the International Conference on Library and Information Science Education (Taipei, Taiwan, November 29-30, 1985).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Design, Higher Education, Information Processing, *Information Science, Library Administration, *Library Education, Library Schools, *Library Science, *Professional Recognition

American library schools are confronted by the problems of declining enrollment, changing modern technologies, and a shrinking market for their graduates. The extension of courses to include information science is a welcome direction, although it seems to reflect a lack of confidence in the traditional library science education. For librarianship to continue as a viable, respected profession, library schools must return to basics: knowledge of subject contents, the teaching role of librarians, and information processing. Although library schools may develop information science programs stressing managerial aspects along side the traditional library science program in order to expand the market for their graduates, the current hybrid program, by mixing information science and library science, may well undermine the foundation and role of American librarianship. (36 end notes) (Author/EW)

ED 301 223 IR 052 574
Heimburger, Annell
Guide to CD-ROM.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
Report No.—PGI-88/WS/11
Pub Date—Jul 88
Note—103p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Computer Software, Databases, Electronic Publishing, Library Materials, *Online Searching, Online Systems, *Optical Data Disks, Reference Materials, *Specifications, *Users (Information)

This document is a state-of-art review of CD-ROM technology, hardware, software, and applications in library and information work, e.g., as direct replacements of large reference publications and as a substitute for and complement to online databases. Based on information published in the last three years and on information gained from international conferences and exhibitions, it provides the basics of CD-ROM technology, including descriptions of disk structure, performance characteristics, logical characteristics, and standards. Both equipment and software used with the CD-ROM are discussed, and CD-ROMs are also considered from ther user's point of view. Fifty-one references are listed. Appendixes provide directories of CD-ROM drives, software packages, CD-ROM products, and CD-ROM disk manufacturers and companies for data preparation, as well as lists of information sources (online databases, journals, conferences, and additional references). (EW)

ED 301 224 IR 052 575
Lundu, Maurice C.
Information Resource Management for Rural Communities in Zambia: Implications for National Information Policy Formulation.
Pub Date—Jun 87
Note—14p.; Paper presented at the International Conference on Information Resources Management (Dubrovnik, Yugoslavia, June 1-5, 1987). For a related paper, see IR 052 576.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Developing Nations, Information Dissemination, *Information Services, Information Systems, *Policy Formation, *Rural Areas, *User Needs (Information)
Identifiers—Information Resources Management, *National Information Policy, *Zambia

Arguing that the information needs of the rural community are largely ignored in the establishment of information systems and services, this paper: (1) identifies the unique characteristics of information users in rural areas; (2) identifies and analyzes the types of communication channels most likely to deliver the information related to agriculture, health, fishing, and forestry that is needed by this user group; and (3) suggests that ways of managing information resources to serve this type of community should be included in the formulation of a national information policy in Zambia. It is noted that the types of information resources suitable for this group, which depends largely on oral and visual aids for the communication of ideas and information exchange, are what are usually referred to in the literature as an "indigenous communication system," as opposed to an "exotic communication system," which does not operate within the channels existing in the particular society. The importance of accepting rural people's knowledge as a national resource to be utilized in national development efforts is discussed, as well as the implications of this particular issue for the formulation of national information policy. (12 references) (EW)

ED 301 225 IR 052 576
Lundu, Maurice C.
The Place of the Information User in the Planning Process for Information Communication: The Zambian Experience.
Pub Date—Sep 87
Note—21p.; Paper presented at AFRICOM 87 (Harare, Zimbabwe, September 8-10, 1987). For a related paper, see IR 052 575.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication (Thought Transfer), *Developing Nations, Economic Development, Information Systems, *Information Technology, Information Utilization, *Planning, Scientific and Technical Information, *User Needs (Information), Users (Information)
Identifiers—*National Information Policy, *Zambia

This paper discusses human communication and information in the context of Zambia's national environment, with an emphasis on the relationship between human communication and information transmission using modern technology. The place of the information user in the planning process is considered, and the important roles of internal and external communications systems for the individual are stressed. It is argued that information technology should exist to assist the information user in having access to useful information in a conveniently usable form for his benefi: and for that of others, and Zambia's planning for information communications is interpreted in this light. A figure depicts the characteristics of information as a function of needs, and a table shows the target information user populations and most important information media in the economic and scientific and technological sectors. (18 references) (EW)

ED 301 226 IR 052 606
Rethinking the Library in the Information Age. A Summary of Issues in Library Research. Volume I.
Report No.—LP-88-704
Pub Date—Oct 88
Contract—300-86-0089
Note—41p.; For volume II, see IR 052 607.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Information, Archives, Educational Policy, Essays, Government Role, Indexing, Information Retrieval, *Library Education, *Library Research, Library Role, *Library Services, Models, Preservation, Public Service, *Research Needs, Technological Advancement, *User Needs (Information)
Identifiers—Profit Making

This report summarizes a collection of nine essays addressing the future of libraries that were an outgrowth of a study conducted by the Office of Library Programs to develop a research agenda. The study is described in the first of three sections of this report, and abstracts of the essays are presented in the second section. Areas of concern addressed by the essays include: (1) the social mission of the library; (2) the flow of information through society; (3) the economics of information; (4) changing user needs; and (5) requirements for user education and training. The final section presents additional questions and issues in library and information science that were raised by the 40 librarians, educators, policymakers, and other professionals who participated in meetings convened as part of the study. Issues that face educators, government leaders, and citizens who use library services are included. (CGD)

ED 301 227 IR 052 607
Rethinking the Library in the Information Age. Issues in Library Research: Proposals for the 1990s. Volume II.
Pub Date—[88]
Contract—300-86-0089
Note—226p.; For Volume I, see IR 052 606.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Collected Works - General (020) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Access to Information, Archives, Educational Policy, Essays, Foreign Countries, Government Role, Indexing, Information Retrieval, *Library Education, *Library Research, Library Role, *Library Services, Models, Preservation, Public Service, *Research Needs, Technological Advancement, *User Needs (Information)
Identifiers—West Germany

This collection of nine essays is an outgrowth of a study which was conducted by the Office of Library Programs to identify researchable issues that could help librarians fill a position of leadership in the information society. An introduction to the collection describes the study and includes a list of the 10 major issues identified by field-nominated ex-

perts as being the most important to the profession: (1) information policy issues; (2) education and training of librarians; (3) access to information; (4) archives and preservation; (5) organization, indexing, and retrieving materials; (6) role of the public service librarians; (7) library funding and economics; (8) libraries and education; (9) information users and needs; and (10) library models. It is noted that the essays in this collection were commissioned to explore these topics and were subjected to several stages of review prior to publication. References and/or notes are provided for each paper as well the reviewers' comments and recommendations for additional research issues. Also included is a summary of an international teleconference offered via Worldnet which was held in Washington, D.C., with interactive participants in Cologne, Frankfurt, and Stuttgart, West Germany. A list of participants in the study is attached. (CGD)

ED 301 228 IR 052 660
Informing the Nation. Federal Information Dissemination in an Electronic Age.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Report No.—OTA-CIT-396
Pub Date—Oct 88
Note—342p.; For a summary of this report, see IR 052 661.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (GPO stock number 052-003-01130-1; $14.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Access to Information, Advisory Committees, Depository Libraries, *Electronic Publishing, Government Publications, *Government Role, *Information Dissemination, Information Networks, *Information Technology, Needs Assessment, Opportunities, Surveys, Tables (Data), *Technological Advancement, User Needs (Information)
Identifiers—Freedom of Information Act, *Government Printing Office, *National Technical Information Service, Printed Materials, Private Sector, Public Sector

This report addresses the opportunities offered by technological advances to improve the dissemination of federal information and highlights two major problems: maintaining equity in public access to federal information in electronic formats, and defining the respective roles of federal agencies and the private sector in the electronic dissemination process. In addition to providing an overview of federal information dissemination, the report discusses: (1) key technology trends relevant to federal information dissemination, including information systems integration, the microcomputer revolution, the continuing role of paper and microform, electronic publishing, online information dissemination, optical disks, expert systems, and technical standards; (2) the current and future roles of the U.S. Government Printing Office (GPO) and the Superintendent of Documents, the Depository Library Program-administered by the GPO-and the National Technical Information Service (NTIS); (3) the electronic dissemination of congressional information; (4) the Freedom of Information Act in an electronic age; (5) the electronic press release and government-press relationships; and (6) the federal information dissemination policy in an electronic age. Four appendixes contain acknowledgements of the contributors to this report and contributing authors, a list of contractor reports, and explanations of some key terms and definitions. (Information formats considered include paper, microfiche, computer tapes and diskettes, compact disks, and online databases). (CGD)

ED 301 229 IR 052 661
Informing the Nation. Federal Information Dissemination in an Electronic Age. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
Report No.—OTA-CIT-397
Pub Date—[Oct 88]
Note—32p.; For the complete report, see IR 052 660.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Information, Depository Libraries, *Electronic Publishing, Government Publications, *Government Role, *Information Dissemination, Information Networks, *Information Technology, Needs Assessment, Opportunities, Surveys, Tables (Data), *Technological Advancement
Identifiers—Government Printing Office, National Technical Information Service

This report summarizes a study conducted by the Office of Technology Assessment which addressed the opportunities offered by technological advances to improve the dissemination of federal information essential to public understanding of many issues facing Congress and the Nation. Two major problems are highlighted: maintaining equity in public access to federal information in electronic formats, and defining the respective roles of federal agencies and the private sector in the electronic dissemination process. The report focuses on current and future roles of the U.S. Government Printing Office (GPO) and the Superintendent of Documents, the Depository Library Program-administered by the GPO-and the National Technical Information Service (NTIS). In addition, the report suggests technical/management improvements and statutory/oversight changes, and examines opportunities for the electronic dissemination of congressional information. A list of related reports and general information on the Office of Technology Assessment are attached. (Information formats considered include paper, microfiche, computer tapes and diskettes, compact disks, and online databases.) (CGD)

JC

ED 301 230 JC 880 438
Peters, George R. Stunkel, Edith L.
Rural AGE: Accessing Gerontological Education.
Kansas State Univ., Manhattan. Center for Aging.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—87
Grant—G008302735
Note—153p.
Pub Type— Reports - Descriptive (141) — Reference Materials - Bibliographies (131) — Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Associate Degrees, College Curriculum, Community Colleges, Consortia, *Curriculum Development, Curriculum Evaluation, *Educational Gerontology, *Faculty Development, *Intercollegiate Cooperation, Older Adults, Population Trends, Program Descriptions, Program Evaluation, *Rural Education, Rural Population, Rural Schools, State Universities, Two Year Colleges

An overview is provided of "Rural AGE: Accessing Gerontological Education," a 3-year curriculum and faculty development project in Kansas aimed at transferring gerontological expertise and educational capacities from state universities to a consortium of seven rural community colleges. Introductory sections explain the purpose, background, and origins of the project, discuss the need for gerontological services in rural Kansas, and identify the principle participants in the project, Kansas State University's (KSU's) Center for Aging, the Western Kansas Community Services Consortium, and the Kansas Gerontology Consortium. The next section describes Rural AGE, highlighting the following activities: (1) community college gerontology teams were formed to serve as links between the staff at KSU and the community colleges and to develop courses and curricula; (2) five conferences were held to monitor progress, disseminate project materials, and permit face-to-face contact between participants; (3) community college teams were encouraged to attend gerontological conferences to consult with other professionals in the field; (4) $500 awards were provided for purchasing course and curriculum materials; (5) annual site visits were conducted; (6) six of the community colleges held mini-conferences; (7) a guide, "Developing Gerontological Curricula: A Process for Success," was prepared; (8) information about the project was disseminated in newsletters and conference presentations; and (9) the project was evaluated. Next, project results are enumerated for each year of the project, indicating that at least 35 courses serving 1,887 learners are now offered on a repeated basis at the colleges. The bulk of the report consists of appendixes, including the curriculum development guide, information about the conferences, a handbook of gerontology resources, and evaluation forms and reports. (AACZ)

ED 301 231 JC 880 498
Carwell, Jackie
A Study To Determine Desirable Strategies for Legislative Advocacy.
Dallas County Community Coll. District, Tex.
Pub Date—88
Note—81p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, Financial Support, Governance, *Government School Relationship, *Institutional Advancement, *Lobbying, *Political Influences, *Politics of Education, Public Opinion, School Community Relationship, *School Support, School Surveys, State Aid, State Government, State Legislation, Two Year Colleges

In 1987, exacting sessions in the Texas State Legislature over higher education appropriations, and a subsequent veto by the governor of a 7% increase in community college funding, convinced officials in the Dallas County Community College District (DCCCD) that a heightened legislative focus was necessary. A study was conducted to determine the perceptions of DCCCD employees concerning appropriate strategies to strengthen legislative liaison functions in the district. Focus groups made up of top administrators at each campus, non-contractual officers, and past and present faculty association officers were convened at nine locations in the district. Participants were asked about the comparative value of efforts to enhance college-level grass roots legislative advocacy, formulate public opinion through the media, strengthen liaisons with state agencies, and form political action committees. Study findings, based on responses from 141 staff members, included the following: (1) 78% considered the enhancement of college-level grass roots involvement "very important"; (2) the majority felt that the DCCCD's chancellor was the most responsible for legislative advocacy; (3) 90% believed that an economic impact study would be "very helpful"; (4) 60% "definitely" supported conducting public opinion polls to inform legislators of the importance of community colleges to the public; (5) 77% indicated that state-level legislative advocacy should be one of the top ten priorities; (6) 94% replied "sounds good" or "absolutely" to strengthening legislative advocacy; and (7) 41% "definitely" felt there should be a DCCCD political action committee. The survey instrument, background information, and individual responses are appended. (AJL)

ED 301 232 JC 880 519
Pinkney, Hercules
Continuing Education Outcome Measures Project, Maryland Community Colleges: Final Report, Fiscal Year 1988.
Maryland State Board for Community Colleges, Annapolis.
Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.
Pub Date—Sep 88
Note—96p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Apprenticeships, *Certification, Community Colleges, *Continuing Education, Course Evaluation, *Evaluation Criteria, Job Training, Labor Force Development, *Noncredit Courses, *Outcomes of Education, Program Evaluation, School Business Relationship, State Surveys, Student Attitudes, Student Educational Objectives, Two Year Colleges, Two Year College Students
Identifiers—*Maryland

The Maryland State Board for Community Colleges designed a project to develop outcome measures for continuing education and to conduct a survey of vocational-technical continuing education students at Maryland community colleges. Five types of outcomes were identified for inclusion in a performance profile for college programs: student pass rate on selected certification examinations, employer satisfaction with business and industry training courses, completion rates of students enrolled in courses with completion requirements, student ratings of the quality of instruction, and student indication of goal achievement. In the process of developing specific measures for these outcomes, a statewide survey of continuing education students was conducted. Selected findings included the fol-

lowing: (1) in fiscal year 1987, 144,081 students took over 6,991 state-supported continuing education courses at Maryland community colleges; (2) 91% of the students said that they had completed all course requirements; (3) 89% rated instruction as "good" or "very good" and said that they would recommend the courses to others; and (4) nearly 75% indicated that they had achieved their goals. Attached to the final project report are "Continuing Education Outcomes," a description of the outcome measures selected for performance profiles for apprenticeship training, licensure/certification, and business and industry training; and "Continuing Education Student Follow-Up Report," which includes a profile of continuing education students, information on course completion and goal achievement, and student ratings of instruction and program administration. The questionnaire is attached. (AACZ)

ED 301 233 JC 880 520
Cloutier, Lucinda Robinson Lipor, Lynn E.
Gateway Technical College 1987-88 Monitoring and Screening Study.
Gateway Technical Inst., Racine, WI.
Pub Date—Aug 88
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Programs, Community Colleges, Education Work Relationship, Enrollment, *Evaluation Criteria, Job Placement, Mathematical Models, *Outcomes of Education, Program Effectiveness, *Program Evaluation, Two Year Colleges

In 1987-88, Gateway Technical College (GTC) in Racine, Wisconsin developed a model for identifying programs as potential candidates for either an in-depth evaluation or program audit. In order to facilitate program comparisons, the model applies the same evaluation criteria to all programs. The criteria, which were selected to match the concerns of the district while taking into consideration the availability and timeliness of data, include the following: (1) the number of full- and part-time students enrolled in the program; (2) the number of students registered in the program divided by established program capacity; (3) the number of program graduates; (4) the number of graduates reporting employment in their field of training; (5) the number of graduates employed in their field of study divided by the number in the labor market; (6) occupational outlook within the field; (7) full-time equivalent enrollments generated; and (8) the district's advantage in offering the program as opposed to other schools in the system. For each program offered at GTC, raw numbers are collected and statistically verified for each evaluation criterion, figures are normalized, the criteria are weighted by relative importance, weighted scores are totalled, and programs are ranked by total score. The programs' rank, as well as additional considerations, such as whether a program is new or continuing, identification by external agencies for evaluation, or the existence of district plans for program development, are then used to determine which programs could benefit from a comprehensive evaluation. Results of the 1987-88 application of the model at GTC are provided. (AAZC)

ED 301 234 JC 880 521
Gotthell, Susan
Affirmative Action for Women: Diagnostic Report.
Vanier Coll., Montreal (Quebec).
Pub Date—Sep 88
Note—169p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Affirmative Action, Community Colleges, Employed Women, Employee Attitudes, *Employment Practices, *Equal Opportunities (Jobs), *Females, Foreign Countries, Personnel Policy, Personnel Selection, Recruitment, *Sex Fairness, Teacher Recruitment, Two Year Colleges

Developed as part of a government-sponsored project to encourage and facilitate the voluntary implementation of affirmative action for women at Vanier College in Montreal, Canada, this report analyzes the current status of female employees at the institution. Chapter I discusses the college's commitment to affirmative action, the problem of systematic discrimination, and the legal bases and objectives of affirmative action programs. In addition, this chapter offers a brief history of the college and a description of its administrative and instructional structures. Chapter II presents a statistical portrait of Vanier's employees, including employment figures for top administrators (cadres), lower-level management positions (gerants), non-teaching professionals, faculty, and support staff. The chapter concludes by identifying the employment categories and disciplines in which women were concentrated. After chapter III identifies the jobs in which women were underrepresented at Vanier, based on the availability of qualified women in the labor force, chapter IV describes the college's policies and practices with respect to recruitment and selection, employment and salary classifications, employee training and professional development, evaluation, promotion, working conditions and employee benefits, and personnel planning. Chapter V presents study findings concerning the perceptions and recommendations of Vanier's faculty and staff with regard to these policies and practices. Finally, chapter V presents a series of recommendations for Vanier's affirmative action program. (AAZC)

ED 301 235 JC 880 522
Durnovo, Maya
A Resource Manual for the Women in Transition.
Houston Community Coll. System, Tex.
Pub Date—Jul 88
Note—36p.; A product of Women's Support Services.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Counseling, *Career Guidance, *Females, *Job Search Methods, *Midlife Transitions, Psychological Characteristics, *Reentry Students, Self Actualization, Self Evaluation (Individuals), *Student Personnel Services, Two Year Colleges, Two Year College Students

Designed to assist women attending Houston Community College (HCC) through periods of transition in their lives, this resource manual provides exercises and offers information related to retraining, self-assessment, and career redirection to help women find fulfilling careers. First, background is provided on HCC's Women's Support Services, an office devoted to programs that provide practical information, useful tips about the job market, opportunities to network with other women, and services, including career counseling, job placement, limited child care, some financial assistance, and a variety of conferences, tours, and seminars. The remaining chapters in the resource manual deal with: (1) career planning, including exercises on goal setting, decision making, and the influences of others on career choices; (2) the job search, including suggestions for developing a network of personal contacts to make the job-hunting process easier and more fruitful, tips on overcoming the loss of a job, information on writing a resume, and suggestions for preparing for an interview; (3) study skills, which recommends good study habits, offers guidelines on taking notes, time management, reading, and preparing for and taking tests; and (4) emotional survival skills, which provides tips on being assertive, using imaging to achieve personal goals, overcoming depression, coping with stress, recognizing patterns of co-dependency, and assessing and increasing self-esteem. (AJL)

ED 301 236 JC 880 525
Grimm, Grant R. McMurphy, Suzanne
College-Correctional Collaboration in the Treatment of Juvenile Offenders: Evaluation of a Program Model in Six Sites. Final Report.
University City Science Center, Philadelphia, PA. Criminal Justice Inst.
Spons Agency—New Jersey State Dept. of Higher Education, Trenton.
Pub Date—13 Jun 86
Note—83p.
Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, Cooperative Programs, *Correctional Education, *Delinquent Rehabilitation, *Institutional Cooperation, Program Effectiveness, Program Evaluation, *Rehabilitation Programs, Two Year Colleges, Youth Problems

Since 1984, several New Jersey community colleges have become involved in providing treatment services and basic skills and vocational training to juvenile offenders. An evaluation of programs at six of these sites involved the collection of test data on students' basic skills, staff ratings of students' attitudes and behaviors, the administration of a confidential questionnaire to students concerning their experience with computer-assisted instruction, on-site observations, and interviews with college and corrections staff and students. Study findings, based on data on 104 juvenile offenders/students, included the following: (1) students showed strong gains in both math and verbal skills; (2) over 80% learned to use computers effectively and responded very positively to them; (3) college involvement contributed to the youths' self-image and helped to neutralize the effects of labeling; (4) though quantitative data on the effectiveness of vocational education were not available, most programs seemed to help students develop good work habits and favorable attitudes toward employment; (5) the programs had a positive impact on attitudes toward learning; and (6) behavioral changes were consistently positive, but generally modest. Information on the programs at each site, discussions of funding and follow-up, and survey instruments are included with the report. (AJL)

ED 301 237 JC 880 526
Levine, Judith R., Ed. Feist, Stanley C., Ed.
Teaching of Psychology: Ideas and Innovations. Proceedings of the Annual Conference on Undergraduate Teaching of Psychology (2nd, Farmingdale, New York, March 24-25, 1988).
State Univ. of New York, Farmingdale. Agricultural and Technical Coll.
Pub Date—25 Mar 88
Note—246p.
Pub Type— Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Class Activities, Community Colleges, *Computer Assisted Instruction, Higher Education, Individualized Instruction, *Introductory Courses, Learning Activities, *Psychology, *Teaching Methods, Undergraduate Study, Universities

The papers presented in this conference proceedings describe specific strategies and techniques that can be used to enhance and improve undergraduate psychology instruction. The following papers are included: (1) "Playing the Dating Game: An Experimental and Empirical Exercise on Sex-Roles," by Ann L. Saltzman; (2) "Small Group Research Experience in Introductory Psychology," by Pam Wasserman, Carol Campbell, and Barbara Shultz; (3) "Making Memory Meaningful: Classroom Demonstrations, Examples, and Practical Suggestions," by Celia C. Reaves; (4) "Autobiography as a Method for Teaching General Psychology," by Maria A. Taranto; (5) "Microcomputers in a Personalized Self-Instruction Course," by Morton Isaacs and Roger Harnish; (6) "Interactive Computer Testing as an Effective Learning Tool," by Joan Cook; (7) "A First: A Psychodrama Course as Part of an Undergraduate Psychology Curriculum," by Peter L. Kranz and Kathleen M. Houser; (8) "Developmental Strategies for Teaching Developmental Psychology: One Teacher's Experience," by Janet Kalinowski; (9) "An Undergraduate B.S. in Environmental Psychology: Development, Experience, & Evaluation," by John B. Morganti; (10) "A Classroom Demonstration of the Stigmatizing Influence of Mental Illness Labels," by Bernard Balleweg; (11) "Classifying the Character of Esther Greenwood in Sylvia Plath's 'The Bell Jar': A Technique For Teaching Psychological Disorders," by Andrea S. Zeren and Nancy Lusignan Schultz; (12) "Testing, Measurement, and Evaluation in the College Classroom," by Linda L. Dunlap; (13) "Enhancing the Pre-Exam Review," by Howard C. Berthold, Jr.; (14) "How Item Order Affects Scores and Completion Times on Multiple Choice Tests," by William R. Balch; (15) "Cognitive Psychology Meets the NCC (Nassau Community College) Faculty," by Diane E. Kramer; (16) "Unblock: Enhancing Creative Thinking," by Joan C. Chrisler and Clineen Wikoff; (17) "Teaching Psychology of Learning: The Benefits of Student Discovery," by Howard M. Reid; and (18) "Multipurpose Use of Computers in the Teaching of Introductory Psychology," by Lawrence G. Shattuck and Johnston Beach. (AAZC)

ED 301 238 JC 880 527
Priddy, David L. Head, Ronald B.
PVCC Faculty Assessment of General Education Objectives. Research Report Number 7-88.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Pub Date—Oct 88
Note—42p.; Also included is a summary of the re-

port, PVCC Institutional Brief No. 88-11.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Faculty, Community Colleges, *Course Content, Educational Objectives, *General Education, Questionnaires, School Surveys, Self Evaluation (Groups), *Teacher Attitudes, Two Year Colleges
In February 1988, a survey was conducted at Piedmont Virginia Community College (PVCC) to determine the extent to which the general education objectives established by the college were included in classroom teaching and the college's instructional programs. All full- and part-time PVCC faculty were asked to complete a survey form for each course they taught, indicating to what degree each of 22 general education objectives was covered in the course, whether the objectives were unclear, and whether the objectives were appropriate to the course. Study findings, based on a 63% response rate from the full-time faculty, included the following: (1) few instructors indicated that any of the objectives were unclear to them; (2) there seemed to be general agreement that the objectives were appropriate to the courses taught, but faculty for 88 classes felt that the objective "to develop an appreciation for the arts" was inappropriate, "to sharpen all senses and learn to make aesthetic judgements" was inappropriate for 73 classes, and "to develop the body, through physical education, testing its limits and learning new skills, in order to bring mind and body into a graceful and harmonious unity" was inappropriate for 148 classes; (3) social science and humanities courses tended to cover the objectives most completely, though health technology courses had the second highest level of coverage; and (4) there were no major differences in the coverage of the objectives between full-time and part-time faculty. The survey instrument is appended. (AJL)

ED 301 239 JC 880 528
Hirsch, Lewis R. And Others
Report of the Professional Concerns Subcommittee of the AMATYC Education Committee. Results of the Professional Concerns Questionnaire.
American Mathematical Association of Two-Year Colleges.
Pub Date—19 May 88
Note—31p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, *College Mathematics, Community Colleges, Department Heads, Employment Patterns, *Full Time Faculty, Mathematics Education, *Mathematics Teachers, National Surveys, *Part Time Faculty, Questionnaires, *Teacher Qualifications, Teacher Retirement, Teacher Shortage, *Teacher Supply and Demand, Two Year Colleges
In February 1986, the Professional Concerns Subcommittee of the American Mathematical Association of Two-Year Colleges (AMATYC) conducted a survey to assess the availability and preparation of two-year college mathematics faculty. Questionnaires were distributed to mathematics chairs at 950 two-year colleges nationwide, requesting information on the department's hiring history and practices, the characteristics of faculty members who had left the college recently, qualifications for adjunct faculty, opinions concerning the existence of a shortage of qualified faculty, effects of hiring increasing proportions of part-time faculty, the educational background of current faculty, the most important areas of preparation for faculty, and professional development needs. Study findings, based on responses from 200 department heads, included the following: (1) the number of mathematics faculty employed in two-year colleges between fall 1984 and 1985 remained generally stable, although there was a slight increase in the number of full-time faculty; (2) although colleges did not report any severe difficulties in finding qualified individuals for their full-time positions, respondents perceived no surplus of candidates; and (3) data and opinion seemed to indicate that there was a shortage of qualified part-time personnel, and many colleges were opting to hire less than qualified applicants for some positions. The questionnaire is appended. (AAZC)

ED 301 240 JC 880 529
Simmons, Brenda R. Jackson, Anita
Fostering Black Student Enrollment at Community Colleges and Historically Black Colleges in the Same Service Area.
Pub Date—Mar 88
Note—22p.; Paper presented at the National Conference on Blacks in Higher Education of the National Association for Equal Opportunity in Higher Education (13th, Washington, DC, March 23-27, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, *Articulation (Education), *Black Colleges, Black Education, Black Students, College Choice, Community Colleges, Educational Trends, *Enrollment Influences, *Intercollegiate Cooperation, *Student Recruitment, Transfer Policy, Transfer Students, Two Year Colleges
Within the context of trends in minority student education, this paper urges community colleges and historically black colleges and universities to cooperatively encourage the enrollment, retention, graduation, and continuing education of black students. First, the paper points to such alarming trends as a sharp decline in the number of associate degrees awarded to black students, declining enrollments in historically black colleges and increasing enrollments of blacks at community colleges, and high dropout rates among black community college students. Next, the paper describes a study conducted at Florida Community College at Jacksonville (FCCJ) and Edward Waters College (EWC) to determine influences on students' choice of college and FCCJ students' plans for transfer. The study found that cost and location were major factors in college choice, and that most FCCJ students were not considering EWC or any other black college as a transfer institution. Next, the paper describes the articulation agreement that was initiated in May 1987 between FCCJ and EWC, whereby FCCJ's general education core curriculum is recognized as the basis for the acceptance of transfer students at EWC. The final sections examine other articulation plans between historically black colleges and universities and community colleges, including the agreement between Cuyahoga Community College and Wilberforce University in Ohio, and between Tidewater Community College and Norfolk State University in Virginia. Recommendations for further development of FCCJ and EWC's articulation plan conclude the paper. (AJL)

ED 301 241 JC 880 530
Wheeler, Sharon M.
Annual Report to the Governor, 1987-1988. State Board of Directors for Community Colleges of Arizona.
Arizona State Board of Directors for Community Colleges, Phoenix.
Pub Date—[88]
Note—140p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Curriculum, *College Faculty, *Community Colleges, *Educational Finance, *Enrollment, Enrollment Trends, Financial Support, Part Time Faculty, School Districts, School District Spending, State Boards of Education, State Surveys, Student Characteristics, Two Year Colleges, Two Year College Students, *Vocational Education
Identifiers—*Arizona
This five-part annual report provides information for fiscal year 1987-88 on the Arizona State Board of Directors for Community Colleges, the state's community college districts, college finances and enrollments, and vocational education. Section I states the Board's philosophy of education, delineates general fund expenditures, and indicates the number of teaching certificates issued. Section II contains a directory of Arizona's community colleges, campuses, and skill centers, and information on fall 1987 personnel. Financial data are presented in section III, including information on: (1) revenues and expenditures; (2) sources of funds; (3) general and plant fund income; (4) disposition of funds; (5) general fund current operating expenditures; (6) state aid income; (7) cost and income factors; (8) full-time equivalent (FTE) enrollments in short-term courses, open-entry/open-exit courses, and vocational programs; (9) the history of state aid to community colleges; (10) plant investment; and (11) debt retirement. Section IV offers enrollment data, including a history of FTE, vocational, and headcount enrollments by district; information on student characteristics; and statistics on degrees and certificates awarded, credit hours enrolled, and off-campus and non-credit enrollments. Section V focuses on vocational education, providing data on federal vocational education funding, funded vocational education projects, and skill centers. The report concludes with a matrix showing all curriculum offerings at each of the community colleges. (AACZ)

ED 301 242 JC 880 531
Parnell, Dale
The Future of the Community College.
American Association of Community and Junior Colleges, Washington, D.C.
Pub Date—Sep 88
Note—16p.; Paper presented at the COMBASE Conference, "Responsive Leadership in a Global Community" (Portland, OR, September 11-13, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, College Curriculum, College Faculty, *College Role, *Community Colleges, *Educational Needs, Educational Objectives, *Educational Trends, *Futures (of Society), Minority Groups, Prediction, *School Community Relationship, Student Characteristics, Two Year Colleges
Community colleges are faced with a web of related needs, such as greater flexibility, improved cooperation, stronger community-based institutions, long-term planning, and quality leadership. As the end of the century approaches, these needs and the challenge to build and strengthen community life represent great challenges for community colleges. By the year 2010: (1) students of color will make up a large percentage of the two-year college population; (2) colleges will increasingly become involved in community affairs; (3) colleges will not only enroll more students of color, but will assure that they are empowered for success; (4) students will be carefully oriented to the college setting; (5) increasing priority will be given to the development and employment of top quality faculty, and to increasing the number of role models, faculty and administrators who are Black, Hispanic, and Asian; (6) the top curriculum priority will be language and the development of communication skills; (7) core curricula will be developed; and (8) every state will have developed coherent collegiate student transfer agreements, coordinated academic calendars, common course numbering, and sequential curriculum planning. These are only a few of the factors to be considered in recreating community, technical, and junior colleges for the next generation. (AJL)

ED 301 243 JC 880 532
Clagett, Craig A.
Graduate Transfer, Prince George's Community College. Research Brief RB89-4.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
Pub Date—Oct 88
Note—11p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Choice, *College Graduates, *College Transfer Students, Community Colleges, Educational Trends, Followup Studies, Graduate Surveys, *Majors (Students), Participant Satisfaction, *Student Educational Objectives, Summative Evaluation, Two Year Colleges, Two Year College Students
Each spring, the previous year's graduates of Prince George's Community College (PGCC) are surveyed. These surveys serve as the major source of information about transfer rates and the further educational experiences of PGCC's graduates. The graduate survey conducted in fiscal year 1987 revealed that: (1) 49% of the 521 survey respondents had taken at least one course at another college or university since leaving PGCC; (2) 78% of the students who had transferred were enrolled in programs related to their PGCC studies, and 88% intended to earn a degree at their transfer institution; (3) the most popular transfer school was the University of Maryland's University College; (4) 84% of the respondents said their PGCC preparation for transfer was "very good" or "good"; (5) PGCC's faculty, administrative procedures, and counseling services were rated better than those of the other colleges attended; (6) in 1987, a higher percentage (i.e., 49%) of PGCC graduates transferred to a four-year college or university than in any other year during the 1980s; (7) information

systems and computer science graduates transfered at a higher rate than other program graduates; and (8) 75% of the PGCC graduates in the class of 1986 who had planned to transfer succeeded in doing so within a year of their PGCC graduation. (AJL)

ED 301 244 JC 880 533
Clagett, Craig A.
Performance of PGCC Graduates on Licensure and Certification Examinations. Research Brief RB89-5.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
Pub Date—Oct 88
Note—8p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Allied Health Occupations Education, *College Graduates, Community Colleges, *Educational Trends, *Licensing Examinations (Professions), Medical Record Technicians, Nurses, Outcomes of Education, Program Evaluation, Radiologic Technologists, Respiratory Therapy, Scores, *Test Norms, Two Year Colleges, Two Year College Students
In October 1988, a study was conducted at Prince George's Community College (PGCC) to investigate the performance of PGCC graduates on certifying examinations for nursing and allied health occupations since 1980. National professional organizations provided certifying exams and reported back results for all active PGCC allied health programs: Medical Isotope Technology, Medical Records Technician, Nursing, Radiographer, and Respiratory Care. Study findings included the following: (1) in 1987, 6 of the 8 Medical Isotope graduates who took the certification exam passed it, 7 of the 8 Medical Records graduates passed, 97 of the 110 Nursing graduates passed, 7 of the 15 Radiographer graduates passed, and all 6 of the Respiratory Care graduates passed; (2) the passing rates of the Respiratory Care, Medical Records, and Medical Isotope graduates met or exceeded national averages, while that of the Nursing graduates was 5% below the national average; (3) since 1980, Medical Isotope and Respiratory Care graduates have consistently achieved passing rates above national averages; (4) the passing rate for Medical Records graduates improved in 1987, after four years below the national rate; and (5) Nursing and Radiographer programs have consistently had pass rates below the comparable state or national norms. (AAZC)

ED 301 245 JC 880 534
Head, Ronald B.
PVCC "Market Share" of Selected High Schools: Graduating Class of 1987. Research Report Number 8-88.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Pub Date—Oct 88
Note—17p.; Also included is a summary of the report, PVCC Institutional Brief No. 88-12.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Bound Students, Community Colleges, *Enrollment, Enrollment Rate, *Enrollment Trends, *High School Graduates, Student Characteristics, Two Year Colleges, Two Year College Students
In 1988, a study was conducted at Piedmont Virginia Community College (PVCC) to determine the number and proportion of 1987 graduates from eight local public high schools who enrolled at PVCC in 1987-88 (i.e., the market share) and compare results with figures for previous years. Study findings included the following: (1) PVCC enrolled over 20% of all 1987 graduates from three local high schools, and just under 20% from a fourth; (2) 447 PVCC students had graduated from high school in 1987 (including in- and out-of-district and out-of-state); 58.8% of them were attending college full time and 67.3% had graduated from one of the high schools within PVCC's service region; (3) PVCC enrolled a slightly higher percentage of the female high school graduates (20.4%) than the male (17.8%); (4) the high schools graduated 9.7% fewer students in 1987 than in 1986; (5) market share figures for black high school graduates were much lower than those for either white students or other minority students; and (6) market share figures, as well as the number of service region graduates enrolling at PVCC, have continued to climb since the sharp decline reported between 1983-84 and 1984-85. (AJL)

ED 301 246 JC 880 539
Dance, Terry M.
Ensuring Access to Life-Long Learning: A Case Study of Organizational Change.
Pub Date—1 Jun 88
Note—29p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (St. John, New Brunswick, Canada, May 30-June 1, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Change Strategies, *College Administration, College Curriculum, College Faculty, *College Planning, Community Colleges, *Educational Change, *Governance, Organizational Development, *School Community Relationship, Student Characteristics, Two Year Colleges
Identifiers—*Georeg Brown College ON
An analysis is provided of the relationship between organizational change and shifts in programming and curriculum at Georeg Brown College (GBC) in New Brunswick, Ontario. Sections I and II focus on trends affecting all Ontario colleges, including demographic changes in the student population; reduced government funding; the privatization of training; aging faculty; and internal management problems. Section III examines ways in which community outreach has been humanized at GBC, reviewing the organizational structure of the Community Outreach Department; innovative features of the college's community-based programs; and case studies of specialized programs for women, trade unionists, the multicultural community and senior citizens. Section IV focuses on the management of change within the college system through: (1) increased participation by staff and students in college governance; (2) greater union/management cooperation; (3) increased professional development activities; (4) operational reviews; (5) management renewal; and (6) an initiative to meet multicultural training needs through staff development and programming for students. Section V outlines the challenges ahead in terms of funding constraints, structural conflicts, and human resource development. Appendixes outline community-based affiliated programs by client group and by funding source. (AJL)

ED 301 247 JC 880 542
Self, Charles C.
Teaching Generalized Problem Solving and Science as a Process.
Pub Date—27 May 88
Note—10p.; Paper presented to the National Conference on Student-Centered Learning (Bellingham, WA, May 27, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, *Class Activities, Community Colleges, Course Content, Critical Thinking, *Induction, *Learning Activities, *Problem Solving, *Science Instruction, Teaching Methods, Two Year Colleges
Two instructors at Bunker Hill Community College in Massachusetts have developed a unit of study designed to teach biology as a process, improve students' critical thinking and reasoning skills, and provide students with the opportunity to express these skills in writing. The instructional strategies employed in the unit are superimposed on a traditional and audio-tutorial biology course. Components of the unit, which are introduced throughout the term, include the following: (1) students are presented with two papers, a natural science study and a study pertaining to the field of science education, to help them begin to differentiate between the natural sciences and disciplines which used the procedures of science, and to acquaint the students with both the structure of an academic paper and the concept of a controlled experiment; (2) students meet in small learning groups to analyze the papers, uncover errors which could lead to an incorrect conclusion, and determine how these factors are controlled; and (3) students are given another set of scientific and nonscientific papers to look for errors in logic and experimental design and then asked to redesign the experiment. A preliminary study reveals some success with this inductive process. 18 references are included. (AJL)

ED 301 248 JC 880 543
Gabriel, Dennis Richards, Irving
Vocabulary, Intelligence, and Reading Comprehension.
Cuyahoga Community Coll., Parma Heights, Ohio. Western Campus.
Pub Date—Aug 88
Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Correlation, *Intelligence Tests, Reading Comprehension, *Reading Tests, Scores, *Testing Problems, Test Selection, *Test Validity, *Timed Tests, Two Year Colleges, Two Year College Students, Vocabulary Skills
A study was conducted at Cuyahoga Community College to test the relationship between student scores on timed and untimed reading comprehension and vocabulary tests, and to investigate the relationship between those scores and intelligence. The study sample included 72 students enrolled in classes at developmental, freshman, and sophomore levels. The students were given the Nelson Denny Reading Test (NDRT) both as a timed and an untimed test, and their NDRT results were compared with their scores on the Degrees of Reading Power (DRP) test and on the Peabody Picture Vocabulary Test (PPVT). Study findings, based on the scores of the 57 students who took all three tests, included the following: (1) the DRP and NDRT measured different types of reading communication; (2) the DRP tended to overestimate students' reading abilities, and underestimate the number of high-risk students; (3) the vocabulary section of the NDRT showed potential for use to estimate students' academic potential; and (4) reading comprehension and intelligence were correlated. (AJL)

ED 301 249 JC 880 544
Intensive Training Seminar for American Sign Language Interpreters, Post-Secondary Employment Emphasis.
Eastfield Coll., Mesquite, TX.
Spons Agency—Texas Higher Education Coordinating Board, Austin.
Pub Date—[88]
Note—83p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*American Sign Language, Certification, Community Colleges, *Deaf Interpreting, *Interpreters, Job Training, Seminars, Two Year Colleges, *Vocational Education
The intensive four-week seminar described in this report was designed for sign language interpreters currently employed or desiring employment in public post-secondary technical and vocational education. After explaining the objectives of the seminar, its targeted participants, and the training structure, the report presents an outline of the topics covered and the instructional methods used for each of the 18 training days and 2 evaluation days of the seminar. Next, a list of instructional materials and resources is presented. After describing the facilities used for the symposium, the report lists the other schools to which the project training materials were distributed. The bulk of the report consists of the materials that were distributed to symposium participants, including a code of ethics, assignments, an evaluation form, self-assessment instruments, exercises related to risk taking, relaxation training materials, and information on stress, personality types, perception, and judgment. (AJL)

ED 301 250 JC 880 545
Rosen, Mark I. And Others
Educational Institutions and New Business Development: The Case of Madison, Wisconsin. Wisconsin Economy Studies Monograph #22.
Wisconsin Univ., Madison. School of Business.
Spons Agency—Madison Area Technical Coll., Wis.; Wisconsin Univ., Madison. Graduate School.
Pub Date—Dec 87
Note—91p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Business, *College Role, Community Services, Community Surveys, *Economic Climate, *Economic Development, Influences, Job Training, Postsecondary Education, *School Business Relationship, Technical Institutes, Two Year Colleges, Universities
The study described in this report was conducted to determine the influence of the University of Wisconsin, Madison (UWM), and Madison Area Tech-

nical College (MATC) on businesses' decisions to locate in Dane County, and whether businesses use the services of the two schools. Chapter 1 presents an overview of the relationship between higher education and business development. Chapter 2 presents survey findings on the reasons new firms chose to locate in Dane County. Responses from the 324 firms showed that they considered a multiplicity of factors, with personal reasons, markets, and the UWM as the most salient. Chapters 3 and 4 review the roles played by MATC and UWM to support business development, provide research, counseling, and continuing education resources for businesses, and interact with new businesses. In addition, these chapters discuss the ways in which the colleges were perceived by new businesses. Finally, Chapter 5 summarizes study findings and offers recommendations to further local economic development by capitalizing on the community's higher education assets. Appendixes include an economic profile of Dane County and the survey instruments. (AJL)

ED 301 251 JC 880 547
Durham, James A.
Planning Processes in Instructional Services.
Okaloosa-Walton Junior Coll., Niceville, Fla.
Pub Date—Jul 88
Note—13p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, *Budgeting, College Administration, College Faculty, *College Planning, Community Colleges, *Curriculum Development, Evaluation Methods, *Program Development, *Staff Development, Two Year Colleges

An overview is provided of the planning processes used at Okaloosa-Walton Community College (OWCC) in budgeting and curriculum, staff, and program development. First, the curriculum planning process is described in terms of its purpose; faculty, staff, and administrator involvement; educational goals for OWCC; the development of evaluation procedures; and the use of evaluation results. This section highlights the active participation of faculty, counselors, and librarians in the development and structuring of the official college purpose statement, as well as faculty roles in program design, syllabi development, and instruction. It also describes the support roles played by departmental staff and the decision-making roles of the dean of instruction and other instructional managers. Next, the same facets are discussed for staff and program development and budgeting. Finally, charts are provided to illustrate the planning process. (AJL)

ED 301 252 JC 880 548
LaPuglia, Nancy
Humanities 100: A Remedial Course That Uses a Children's Literature Anthology as the Text.
Pub Date—Oct 88
Note—18p.; Paper presented at the City Colleges of Chicago National Literature Conference (3rd, Chicago, IL, October 14-15, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, Class Activities, Community Colleges, *Course Content, Course Descriptions, *Humanities Instruction, Learning Activities, Reading Aloud to Others, *Remedial Instruction, *Remedial Reading, Student Reaction, *Textbook Selection, Two Year Colleges

A major problem in any remedial course is finding a valid textbook that underprepared students can read. At Daley College, in Illinois, "Classics of Children's Literature" (Griffeth and Frey, editors) is used as the text in Humanities 100, one of several remedial courses offered for college credit to help students meet full-time eligibility requirements. The anthology allows the class to begin on any level, from stories meant for pre-school children to those intended to be read aloud by adults. The stories, which cover a variety of subjects and evoke a wide range of feelings, represent worthwhile, world-class literature. The students do not seem to be embarrassed to read children's stories, in part because the book is an actual college text and also because students are encouraged to read aloud to children. Other class activities include: (1) completing 12 one-page writing assignments on the readings, music, painting, or other aspects of the humanities; (2) working in class on the mechanics of English; (3) reading aloud in class and at home; (4) writing 12 letters as citizens, consumers, friends, future employees, etc.; (5) learning to use a computer-based instructional system; (6) visiting the Art Institute; and (7) writing an essay based on a presentation by a representative from a local battered women's shelter. These activities are designed to improve the students' ability to read and write, while introducing them to the humanities and fine arts and promoting responsible academic behavior. Students with high-school level skills can benefit from the course through gains in ability and confidence, and increased readiness to begin humanities survey courses. A syllabus for Humanities 100 is included, along with samples of daily assignments. (AYC)

ED 301 253 JC 880 549
Young, Raymond J.
Planning Study for North Idaho College.
North Idaho Coll., Coeur d'Alene.
Pub Date—88
Note—339p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Community Characteristics, Community Colleges, Educational Finance, *Educational Needs, Faculty, Governance, Labor Market, *Long Range Planning, *Needs Assessment, Program Development, *School Community Relationship, School Support, Student Characteristics, Student Educational Objectives, *Student Needs, Surveys, Two Year Colleges

This three-part, long-range planning study was undertaken to assist North Idaho College (NIC) to more effectively meet the educational needs and interests of youth and adults residing in the five county Panhandle Area of Northern Idaho. Part I discusses NIC and its community; presents the results of a study of the educational plans and attitudes of high school seniors in the Panhandle Area; and provides findings from a survey of NIC students to determine their characteristics, educational plans and intentions, reasons for attending NIC, sources of information about NIC, their evaluation of the college, and their programming suggestions. Part II presents the results of a survey of the parents of fifth graders to determine parental aspirations for their children; findings of a survey of the views of community leaders concerning educational needs; information from a survey of the educational and occupational aspirations of high school graduates; results of an employer survey regarding their educational needs; opinions of college faculty concerning needed improvements, instructional methods, and facilities; financial data; an inventory of high school vocational offerings; and a space evaluation study. Part III contains an executive summary of the entire report, including recommendations. (AJL)

ED 301 254 JC 880 550
O'Mahoney, William J.
Oakland Community College Recommendation on General Education.
Oakland Community Coll., Auburn Hills, MI. Auburn Hills Campus.
Pub Date—Apr 84
Note—37p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, College Curriculum, Community Colleges, Courses, *Curriculum Development, *Degree Requirements, *Elective Courses, *General Education, *Graduation Requirements, Policy Formation, Two Year Colleges

This report describes the process used by Oakland Community College (OCC) to define general education and to identify courses to fulfill general education requirements in accordance with that definition. Following an overview of the curriculum development process, three recommendations are presented. The first defines general education as experiences that "facilitate the development of a broadly educated person–one who is able to think clearly, communicate effectively, make relevant judgments, distinguish among values, and make appropriate applications of knowledge." The second recommendation identifies the courses that fulfill general education requirements in communications/English, fine arts/humanities, mathematics/science, and social science. The final recommendation restructures the degree requirements of the Associate in Applied Science and the Associate in General Studies to include written communication courses. Attachments provide several memoranda and reports reflecting the curriculum development process, a student petition to have the course "Man and the Environment" declared a graduation requirement, and a faculty proposal to require all students, prior to graduation, to complete an instructional component on "Physical Well-Being" as part of their general education course. (AJL)

ED 301 255 JC 880 551
Smith, Robert H.
Southern University: Shreveport-Bossier City Campus.
Southern Univ., Shreveport, LA. Shreveport-Bossier Campus.
Pub Date—88
Note—33p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—College Faculty, College Programs, Community Colleges, Educational Finance, *Enrollment, *Institutional Characteristics, Institutional Mission, Majors (Students), Student Characteristics, Two Year Colleges, *Two Year College Students

A description is provided of the curriculum, programs, faculty, students, and finances of the two-year Shreveport-Bossier City Campus of Southern University. Introductory comments set forth the mission, goals, and objectives of the college, indicating that its curricula include developmental, vocational, and transfer offerings; that it seeks to fulfill the educational needs of the community with an open-door philosophy; and that it provides a full range of student personnel services and extracurricular activities. After the programs offered at Shreveport-Bossier are highlighted, faculty members are listed by name, sex, academic rank, and highest degree earned. For each academic rank, the number, percentage, and average age of staff members in 1987-88 are also presented. Next, institutional evaluation through the Southern Association of Colleges and Schools and the Southern University Review of Programs and Services system is sketched, and a brief profile of 1987-88 students is presented. Finally, a series of charts provides 1987-88 information on: (1) semester and summer session enrollments by academic discipline; (2) number of undeclared students; (3) enrollments by student major within each division; (4) grade distributions within each division; (5) enrollment by race; (6) age, sex, and degree/non-degree status of part-time students, by term; (7) age of full-time students; and (8) a statement of current funds revenue, expenditures, and other changes. (AJL)

ED 301 256 JC 880 552
Student Demographics of Central Community College, Academic Year 1986-87.
Central Community Coll., Grand Island, NE.
Pub Date—Oct 88
Note—26p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Size, Community Colleges, Degrees (Academic), *Enrollment Trends, Full Time Students, High School Graduates, High Schools, Majors (Students), Multicampus Colleges, Part Time Students, Population Trends, *School Demography, *Student Characteristics, Two Year Colleges, *Two Year College Students

Designed to present descriptive data on previous and current Central Community College (CCC) students, this report contains tables and graphs showing the characteristics of 1986-87 students at the three CCC campuses, the sources of CCC's students, significant enrollment trends, and graduation rates. Specifically, the report focuses on: (1) 1986-87 on- and off-campus enrollments, by campus, full-/part-time status, and gender; (2) full-time enrollments by age for each campus; (3) racial composition of student populations; (4) top program majors for full- and part-time students, by campus; (5) the ratio between the number of credits registered for and the number of credits earned; (6) degrees, diplomas, and certificates awarded at CCC in relation to all awards conferred by Nebraska institutions of postsecondary education; (7) residence and migration patterns among Nebraska's college students; (8) state enrollment patterns among first-time, degree-seeking students; (9) percentages of high school graduating classes attending CCC, from 1985 to 1988, by county; (10) high school graduating class size, by county; (11) percent of change in county populations; (12) Nebraska public school enrollment trends, 1973 to 1990; and (13) estimated 11th and 12th grade enrollments in public and non-public schools, 1986 to 1995. (AYC)

ED 301 257 JC 880 553
Kiser, Christine And Others
The Economic Role of Central Community College. [Impact] on the Area Communities.
Central Community Coll., Grand Island, NE.
Pub Date—Oct 88
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Economic Factors, Educational Economics, Employment Opportunities, *Expenditures, Income, *School Community Relationship, Two Year Colleges
Identifiers—*Economic Impact, Economic Impact Studies

In 1988, a study was conducted to determine the economic impact of Central Community College (CCC) on the surrounding communities. Using a research model developed specifically for use by public rural community colleges, the study drew upon data compiled from college records, local government sources, as well as from a survey of CCC students, staff, and faculty. Questionnaires, soliciting information on demographic characteristics and expenditure patterns, were distributed to all full- and part-time faculty and staff and a random sample of day and evening students. Study findings, based on available data and survey responses from 215 faculty/staff members (a 56% response rate) and 724 students (a 28% response rate), included the following: (1) CCC generated a total business volume in the surrounding communities of $55,213,335 for 1986-87; (2) while local property taxes paid in support of the college totaled $7,003,052 in 1986-87, personal income to local individuals in the communities resulting from college-related jobs and business activity was $75,951,900; (3) 4,241 local jobs were attributable to the presence of CCC; (4) the value of durable goods purchased with income from college-related jobs and business activity was $9,873,747; (5) college-related deposits in local banks contributed $7,482,192 to the local credit base; (6) the value of local business property committed to college-related business was $8,649,581, and the property taxes paid on that local business property totalled $3,248,830; and (7) 83% of the college's expenditures were spent locally. (AYC)

ED 301 258 JC 880 554
Jones, Eric
Study of Student Withdrawals at Central Community College, Fall Term 1987.
Central Community Coll., Grand Island, NE.
Pub Date—1 Jul 88
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Courses, *Dropout Rate, Dropout Research, Dropouts, *Enrollment Trends, School Holding Power, *Student Attrition, Two Year Colleges, *Withdrawal (Education)

In fall 1987, a study was conducted at Central Community College (CCC) to investigate patterns in student course withdrawals at the college's three campuses. At CCC, students may enroll in a "whole" course (i.e., all credits represented by one listing on the schedule) or in one or more parts of the course by individual units. For example, enrolling in Accounting 101.0 is equal to enrolling in Accounting 101.1, 101.2, and 101.3, each of which may be completed separately. The fall term resulted in 1,398 whole courses, and an additional 2,311 courses were offered as individual units. Study findings included the following: (1) by the end of the term, all students in 549 courses had withdrawn; (2) 3,194 withdrawals from 1,417 courses were recorded, representing the loss of 4933.5 credits; (3) 1,292 students withdrew from at least one course, including 905 students who had received some type of financial aid; (4) 48.06% (N=621) of the students enrolled at the Hastings campus withdrew from at least one class; (5) the Hastings campus offered seven courses that had 20 or more withdrawals; (6) 166 students withdrew from college altogether; (7) of the students who withdrew from at least one course, 962 or 73% re-enrolled for the spring semester; and (8) the returning students re-enrolled in 30.3% of the courses they dropped in fall. (AYC)

ED 301 259 JC 880 556
Leiken, Richard A.
Case Study: 2 + 2 Secondary-Postsecondary Cooperative Efforts.
Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date—[88]
Note—10p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), *College School Cooperation, Community Colleges, Cooperative Programs, *Curriculum Development, High Schools, High School Students, Program Improvement, School Desegregation, *Student Recruitment, Two Year Colleges, *Urban Education, *Vocational Education
Identifiers—*Ohio (Cleveland)

Against a backdrop of court-ordered desegregation and criticisms of vocational-technical education in the Cleveland Public School District, Cuyahoga Community College (CCC) began exploring avenues of assistance to the public schools while concurrently using the opportunity to recruit recent high school graduates. Steady decreases in enrollments and concomitant increases in dropout rates heightened the college's interest in the development of the Urban Demonstration Laboratory Model, a program to expand inner-city and minority educational opportunities and ensure student success. The college's primary concern was to enhance the quality of services offered at Max S. Hayes High School, which was threatened with permanent closure as a result of long-term ineffective management. One of CCC's strategies was to encourage Hayes students to continue their occupational training at the college. A 2 + 2 physics curriculum developed by the Center for Occupational Research and Development, entitled "Principles of Technology," was implemented to provide a link between secondary and postsecondary vocational education. The curriculum offers training and incentives leading not only to the completion of a high school diploma, but the attainment of a college degree as well. Upon completion of the course, students should be equipped with enough marketable technical skills to pursue meaningful employment or continue in an advanced occupational, educational curriculum program. (AJL)

ED 301 260 JC 880 557
Howard-Vital, Michelle R.
Scholarship and the Community College Administrator.
Chicago State Univ., Ill.
Pub Date—[88]
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, College Administration, College Faculty, *Community Colleges, Governing Boards, *Leadership, *Professional Development, Research, *Scholarship, *Teacher Administrator Relationship, Two Year Colleges

Community college administrators need to become more active in the scholarly pursuits of inquiry, writing, publishing, experimentation, and investigation if they are to emerge as institutional leaders and gain the respect of their colleagues and the educational community. Though administrators are often perceived as alienated from scientific inquiry, they offer valuable perspectives on how certain policies and programs can affect students and faculty. Their paradigms should be identified and presented for examination by others and used as the foundation upon which to construct learning activities. Administrators should be involved in the conceptualization of how educational administration can be systematically studied and how policies affect student learning. College presidents and boards should support scholarship by encouraging administrators to participate in symposia and other intellectual events; sponsoring sabbaticals for research; listening to research ideas; encouraging collaboration between faculty and administrators; and allowing flexibility that will foster scholarship. Administrators can, in turn, expand their perceptions of themselves to include scholarship. (AJL)

ED 301 261 JC 880 558
McCardell, Nora E. Willment, Jo-Anne H.
Innovative Policies and Practices for Human Resource Development in a Canadian Community College.
Canadian Society for the Study of Higher Education.
Pub Date—87
Note—10p.
Available from—Canadian Society for the Study of Higher Education, 151 151 Slater St., Ottawa, Ontario K1P 5N1 (free with membership).
Journal Cit—CSSHE Professional File; n1 Spr 1987
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Careers, Community Colleges, Employer Employee Relationship, Governance, In-service Education, Needs Assessment, *Program Design, *Program Implementation, *School Personnel, School Support, *Staff Development, Two Year Colleges, Unions
Identifiers—*Niagara College of Applied Arts and Tech (Canada)

Though bound by a number of political, economic, and institutional constraints on options for staff development, Niagara College (Ontario) made a commitment to design a formal human resource development strategy to meet the needs of all college staff through the 1990s. In 1982, a Human Resource Development Committee was mandated to assess current practices and policies, develop an in-house training system for employee development, identify new sources for staff development, and prepare training materials. As a first step, the committee began to assess the "knowns and unknowns" of human resource development at Niagara. Three study groups were formed to survey the needs of different staff groups. Data from the surveys, recommendations, and a demographic profile of the staff were organized into briefs related to major committee agenda items. As cohesiveness and momentum developed, the committee established a problem-solving process which included information review, identification of relevant internal and external parameters, formative design, drafting and editing. One of the most difficult challenges was the creation of a guiding Statement of Human Resource Development, supported by an infrastructure of policies and procedures that became known as the Niagara College Human Resource Development Portfolio. A second pivotal step in the developmental phase was the conceptualization and acceptance of a career development model that categorized the human resource development needs of staff members in terms of different career phases, and developed policies and opportunities related to each phase. Though the system was formally adopted in 1986, the college still has administrative and financial barriers to overcome in demonstrating institutional commitment to the system and implementing it fully. (AJL)

ED 301 262 JC 880 560
Smith, Janet D.
Access, Excellence and Student Retention: The Challenge of Leadership, Public Trust and Institutional Effectiveness in Urban Community Colleges.
Pub Date—Oct 88
Note—23p.; Paper presented at the Annual Convention of the Association of Community College Trustees (19th, Louisville, KY, October 5-9, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Access to Education, *Affirmative Action, College School Cooperation, Community Colleges, Educational Assessment, *Equal Education, *Governance, Long Range Planning, *Minority Groups, Self Evaluation (Groups), Two Year Colleges
Identifiers—*Cuyahoga Community College OH

Though community colleges have long been committed to providing equal access and equal opportunity to all persons in their service districts, the need to meet the education and training needs of underserved racial and ethnic minorities in urban communities remains a significant challenge to educational leaders. Several books and reports issued between 1982 and 1988 have offered recommendations on how best to address this challenge, many focusing on the role of college trustees and governing boards. Fundamental to coordinated efforts to enhance minority access, retention, and achievement are the following imperatives: (1) the strategies must be part of an overall plan for institutional advancement; (2) cooperative relationships must be developed with urban high schools and 4-year institutions; (3) a sound theoretical framework must govern the development of efforts at change; and (4) though executive leadership is important to institutional change, there must also be clearly defined structural relationships and accountabilities within the staff. An example of these imperatives in operation is Cuyahoga Community College's Greater Cleveland Area Urban Demonstration Laboratory

Model, in which access and retention are seen as touchstones for institutional advancement; "bridge" programs of learning and support services are being developed; the "effective school theory" is used as the basis upon which to organize and assess programatic efforts; and clearly defined operational responsibilities have been established. (AJC)

ED 301 263 JC 880 561
Baker, Roger G.
Concurrent Enrollment in College and High School.
Snow Coll., Ephraim, UT.
Pub Date—88
Note—22p.; Report prepared for the International Conference on the First Year Experience (3rd, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Advanced Students, College Bound Students, *College School Cooperation, *Community Colleges, Cooperative Programs, *Dual Enrollment, High Schools, Program Descriptions, Rural Schools, Two Year Colleges

In 1987, a study was conducted to develop a profile of high school students who were currently enrolled in advanced placement, accelerated, or honors coursework in Utah, based on data reported by students who registered to take the American College Testing (ACT) Program exam. ACT responses obtained from 13,605 of the 20,930 students who graduated from Utah high schools in 1987 indicated that 59.7% of the responding students were enrolled in an advanced program. The ACT scores of these students were considerably above those of students who were not enrolled in advanced coursework (20.9 versus 15.6). The advanced students also had higher grade point averages, expressed more satisfaction with their educational experience, and were more apt to choose an out-of-state college than other college-bound students taking the ACT. For several years, Snow College has responded to the need for high school cooperation by providing concurrent enrollment opportunities for academically able high school students. In response to the difficulties experienced by its small, rural feeder high schools in developing advanced programs, the college offers appropriate courses on the high school campus as part of the daytime curriculum. Course registration results in the establishment of a college transcript, and course completion earns college credit applicable toward degree programs. Snow College's newly revised guidelines for its College Level Program are included in the report, explaining the nature and rationale for the program, general regulations, and criteria for the selection of students. (AYC)

ED 301 264 JC 880 562
Lord, Thomas R.
Spotlighting Faculty Scholarship at the Two-Year College.
Pub Date—[88]
Note—9p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Faculty College Relationship, *Faculty Development, *Faculty Publishing, *Professional Recognition, *Scholarship, Two Year Colleges

Most people do not associate community colleges with the terms "scholarship" and "research." One reason is that the mission statements of community colleges rarely include these terms when discussing teaching excellence. Another is that most people within higher education still hold the antiquated view that scholarship is simply research leading to publication. Other efforts such as addressing professional audiences at regional or national meetings, designing and conducting workshops and symposia, and preparing articles for respected professional journals are neither noted nor appreciated. If a broader view of academic scholarship were generally accepted, encompassing professional activity, artistic endeavor, engagement with novel ideas, community service, pedagogy, and research and publication, it would be more widely recognized that scholarship takes place at community colleges. Scholars at community colleges tend to be among the most devoted of the institution's instructors, for they make time for research while teaching a heavy course load, and are often not financially supported for their research by the institution. To encourage scholarly activities, the New Jersey Department of Higher Education recently sponsored a statewide conference to showcase two-year college scholarship. If scholarly activity is to prosper, community colleges must begin to value and stimulate scholarship from their faculty. (AJL)

ED 301 265 JC 880 563
Weinberg, Barry M.
Alternate Sources of Funding: Scholarship Fund Raising, and Anne Arundel Community College Scholarship Fund Raising Campaign.
Anne Arundel Community Coll., Arnold, Md.
Pub Date—88
Note—22p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Donors, Educational Finance, *Fund Raising, *Private Financial Support, Public Relations, *Scholarship Funds, Two Year Colleges

This two-part paper provides guidance on alternative sources of funding for college scholarships and describes Anne Arundel Community College's (AACC's) Scholarship Fund Raising Campaign. First, an outline is presented, covering: (1) prerequisites to fundraising (i.e., leadership, sense of direction, commitment, and a plan for identifying, screening, rating and assigning donors); (2) sources of giving, including individuals, corporations and businesses, foundations, associations, religious groups, and fund-raising consortiums; (3) motivations for giving, including belief in a cause, the challenge of making an impact, the need to be recognized, a feeling of loyalty and obligation, a desire to help others, and a need for salvation; (4) characteristic types of givers (i.e., impulsive, habitual, thoughtful, and careful); and (5) fund-raising activities, including faculty-student athletic challenges, community yard sales, a college talent show, and a performing arts series. Following a set of flyers from a sample of AACC events, a more detailed description of AACC's scholarship fund-raising campaign is provided. Information is provided on each of the campaign's major activities, including Recognition Club, Memorial Scholarship, payroll deduction, and special group scholarship programs. (AJL)

ED 301 266 JC 880 564
Angel, Dan And Others
"Access, Quality, Equity": Annexation Is the Answer. Final Report and Recommendations of the Advisory Committee on Annexation to the Texas Higher Education Coordinating Board.
Texas Coll. and Univ. System, Austin. Coordinating Board.
Pub Date—Oct 88
Note—30p.; The two color-coded maps will not reproduce well due to small print.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Educational Legislation, *Government School Relationship, Income, *School District Reorganization, *School Support, State Government, *State Legislation, *Statewide Planning, Two Year Colleges
Identifiers—*Texas

In response to declining state funding levels and limited options for increasing revenues, this report reviews existing Texas state legislation on community college district expansion via annexation and recommends possible statutory modifications to ease the process of annexing territory to existing districts. First, introductory material discusses the concomitant problems of decreasing state appropriations and increasing student enrollments and community demands; summarizes legislation related to district enlargement, expansion, extension, and annexation; and reviews the charge to and activities of the Advisory Committee on Annexation. Next, the report analyzes various options to improve the annexation code, including the adoption or modification of: (1) state mandated service areas; (2) a statewide ad valorem tax; (3) chargeback systems; (4) uniform out-of-district fees; (5) a policy to expand districts to include all state property in a college tax district; and (6) a revised code. Both advantages and disadvantages are explored for each option. Next, 10 changes to the current education code are recommended, and a discussion and rationale are offered for proposals related to service areas, annexation, disannexation, and enrollment caps. Appendixes include the results of a survey of Texas community colleges regarding the annexation code and proposed language to modify the Texas Education Code and Coordinating Board Rules. (AJL)

ED 301 267 JC 880 565
Tinto, Vincent
The Principles of Effective Retention.
Pub Date—20 Nov 87
Note—18p.; Paper presented at the Fall Conference of the Maryland College Personnel Association (Largo, MD, November 20, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Role, Community Colleges, *Dropout Characteristics, *Dropout Prevention, Enrollment Influences, School Effectiveness, *School Holding Power, School Responsibility, Self Evaluation (Groups), Student Adjustment, *Student Attrition, *Student Development, Two Year Colleges, *Withdrawal (Education)

An overview is provided of the problem of student attrition and the essential components of effective retention programs. Following introductory arguments that the secret of retention is in the development of communities committed to education rather than retention, the paper discusses several major causes of student attrition, including academic difficulty, problems in adjusting to college life, lack of clearly defined goals, uncertainty about career aspirations, and unwillingness to make academic commitments. Special attention is paid to the relationship between persistence and experiences that tend to integrate the individual into the college community, the incongruence between what the individual needs and the college provides, and student isolation. The next section underscores the need for institutional assessment as a beginning step in the formulation of an effective retention program. Next, features of effective retention programs are identified, including: (1) an emphasis on the communal nature of college life; (2) a commitment to students; (3) a commitment to education; and (4) clarity of educational mission. The final sections consider limitations on institutional action and issues related to resource allocation. (AJL)

ED 301 268 JC 880 566
Langley, Harry M. And Others
Enrollment Management.
Brevard Coll., NC.
Pub Date—Feb 88
Note—45p.; Report distributed at the National Seminar on Successful College Administration (Orlando, FL, February 23-26, 1988).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Access to Education, *College Admission, Community Colleges, *Enrollment, Institutional Advancement, Marketing, Program Descriptions, *School Holding Power, *Student Recruitment, Two Year Colleges
Identifiers—*Enrollment Management

A successful enrollment management system consists of a marketing program that ensures congruency between the image projected to prospective students and the actual environs of the college, and of means for the academic and social integration of students once enrolled. This presentation offers guidelines for the development of such a system, using Brevard College as a model for discussion. First, the paper discusses admissions and recruitment procedures, focusing on planning, targeting students that the college can attract and retain, and developing an institutional promotion package that is consistent in theme, style, and approach. The next section offers guidance in selecting components of a retention system. Three models of student persistence are presented, as well as ideas on supporting academic and social integration, and on mitigating the effects of financial problems, work conflicts, family problems, and stress. The next section describes Brevard's retention system, explaining mechanisms for academic integration such as placement, survival skills training, academic assistance, an early warning system, academic challenge, career exploration, and financial aid. In addition, methods of promoting social integration through extracurricular activities and peer friendships are explored. Finally, Brevard's goal of creating a learning environment and its special admissions programs are briefly discussed. (AJL)

ED 301 269 JC 880 567
Langley, Harry M.

Student Retention Study: Brunswick Junior College.
Brunswick Junior Coll., GA.
Pub Date—[87]
Note—50p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Graduates, Program Development, *School Holding Power, *Student Attrition, Student Characteristics, Two Year Colleges

The student retention study described in this report was conducted by Brunswick Junior College (BJC) to identify ways of improving the persistence of students until they achieve their academic goals. After part I discusses the purposes of the study and the characteristics of the college, parts II and III examine the college's retention rates for first-time freshmen and all undergraduates and explain that accurate data on graduation rates are not available. Part IV examines the causes of student attrition. This section provides a review of the literature on variables affecting attrition and a summary of institutional research on: (1) night school students; (2) BJC dropouts, fall to winter 1984 and winter to spring 1984; (3) educational needs perceived by high school seniors, BJC students, alumni, faculty, and staff; (4) BJC dropouts fall to winter 1982 and winter to spring 1983; (5) the goals and educational status of non-returning students, 1983-84 and 1984-85; and (6) alumni. Part V discusses and evaluates the retention programs in operation at BJC, including student orientation, academic advising, a night school program, counseling, a tutorial laboratory and career development center, faculty support systems, financial aid, and a developmental studies program. This section also discusses plans for expansion and for retention programs for minority students. Finally, concluding remarks address developments that have hampered retention efforts, identify changes that must occur to rejuvenate the retention system, and offer 26 recommendations for change. A 26-item bibliography is included. (AJL)

ED 301 270 JC 880 568
Austin, Henry S.
Results of Faculty Computing Survey.
Pub Date—Feb 88
Note—29p.; Paper presented at the League for Innovation in the Community College Conference, "Computing Across the College Spectrum: The Community College and the Computer" (October 23-26, 1988, Toronto, Ontario).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Faculty, Community Colleges, Computer Assisted Instruction, *Computer Literacy, *Computers, Faculty Development, Intellectual Disciplines, Microcomputers, Questionnaires, School Surveys, Self Evaluation (Individuals), *Teacher Attitudes, Two Year Colleges
Identifiers—*Oakland Community College MI

In fall 1988, a study was conducted at Oakland Community College (OCC) to determine faculty attitudes toward and competence in the use of computers. Questionnaires were distributed to all 292 full-time faculty members, soliciting information about their interest in and opinions concerning the computer as a professional tool and as an instructional method, their interest in learning about computers, and their specific computing skills. Study findings, based on a 54% response rate, included the following: (1) 86% of the respondents indicated a high level of interest in using computers, though only 20% felt they had a high level of computer literacy; (2) only 67% of the responding social science faculty expressed a high degree of interest in computing, compared to 97% of the vocational/career faculty; (3) 64% believed computing was important to their discipline; (4) 68% considered access to a computer at work to be important; (5) 53% felt their computer skills were inadequate for their discipline, and 43% expressed a need for help in using computers; (6) faculty were equally interested in the use of computers to increase their personal productivity and as an instructional delivery tool; and (7) 37% owned a home computer. Appendixes include the informal recommendations and the survey instrument. (AJL)

ED 301 271 JC 880 569
Agreement: Jackson Community College Board of Trustees & Jackson Community College Faculty Association, September 1, 1987 to August 31, 1989.
Jackson Community Coll., Mich.; National Education Association, Washington, D.C.
Pub Date—87
Note—95p.; Part of a collection of bargaining agreements compiled by the National Education Association.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Collective Bargaining, *College Faculty, Community Colleges, *Contracts, Employer Employee Relationship, Faculty College Relationship, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Labor Relations, Leaves of Absence, Part Time Faculty, *Personnel Policy, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions
Identifiers—National Education Association, *NEA Contracts

This contract between the Jackson Community College Board of Trustees and the Jackson Community College Faculty Association covers the period between September 1987 to August 1989. The 16 articles in the agreement set forth provisions related to: (1) recognition of the Association as the sole bargaining agent; (2) rights of the Board of Trustees; (3) rights and responsibilities of college instructors and the Association; (4) payroll deductions; (5) such conditions of work as teaching loads, extended contracts, class size, librarians' and counselors' schedules, laboratory assistants, work days and weeks, and use of nontraditional instructional methods; (6) 6-week sessions; (7) department chairpersons; (8) faculty benefits; (9) grievance procedures; (10) faculty evaluation; (11) professional compensation; (12) staff reduction; (13) miscellaneous conditions of employment; (14) a reserve clause; (15) faculty retraining; and (16) duration of the agreement. Appendixes provide salary schedules, sample employment contracts and assignment forms, school calendars, and scheduled paydates. (AYC)

ED 301 272 JC 880 570
Agreement between Niagara County Community College and the Faculty Association, Niagara County Community College, September 1, 1987-August 31, 1990.
National Education Association, Washington, D.C.; Niagara County Community Coll., Sanborn, N.Y.
Pub Date—87
Note—87p.; Part of a collection of bargaining agreements compiled by the National Education Association.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Collective Bargaining, *College Faculty, Community Colleges, *Contracts, Employer Employee Relationship, Faculty College Relationship, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Labor Relations, Leaves of Absence, Part Time Faculty, *Personnel Policy, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions
Identifiers—National Education Association, *NEA Contracts

This collective bargaining agreement between Niagara County Community College and the college's Faculty Association covers the period between September 1, 1987 and August 31, 1990. The articles in the agreement set forth provisions related to: (1) definitions of terms; (2) recognition of the Association as the sole bargaining agent; (3) rights and responsibilities of the employer; (4) Association privileges; (5) supersedure of the agreement of any rules, regulations or practices of the college that are contrary to its provisions; (6) duration of the agreement; (7) recruitment and appointment of department heads, teaching personnel, and program coordinators; (8) types and periods of appointment; (9) promotions and evaluations; (10) termination of service and retrenchment procedures; (11) conditions of employment; (12) college facilities; (13) academic freedom; (14) the academic year; (15) professional and personal leaves of absence; (16) salaries and fringe benefits; (17) grievance procedures; and (18) early retirement incentives. Several memoranda of understanding are attached, covering such matters as breaks in college service, final grades submission, large lecture hall use, and seniority accrual. (AYC)

ED 301 273 JC 880 571
Agreement between the Los Angeles Community College District and the American Federation of Teachers College Guild, Local 1521 CFT/AFT, AFL/CIO, September 30, 1987 through September 29, 1990.
American Federation of Teachers, Washington, D.C.; Los Angeles Community Coll. District, Calif.
Pub Date—87
Note—138p.; Part of a collection of bargaining agreements compiled by the National Education Association.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Collective Bargaining, *College Faculty, Community Colleges, *Contracts, Employer Employee Relationship, Faculty College Relationship, Faculty Workload, Fringe Benefits, Grievance Procedures, Job Layoff, Labor Relations, Leaves of Absence, Part Time Faculty, *Personnel Policy, Teacher Dismissal, Teacher Retirement, Teacher Salaries, Tenure, Two Year Colleges, Unions
Identifiers—*AFT Contracts, American Federation of Teachers

This collective bargaining agreement between the Los Angeles Community College District and Local 1521 of the American Federation of Teachers (AFT) College Guild covers the period from September 1987 through September 1990. The 38 articles in the agreement set forth provisions related to recognition of the AFT as the exclusive representative, definition of the certificated unit, academic freedom, non-discrimination, board of trustees' rights and responsibilities, AFT rights, work environment, the school calendar, holidays and vacation days, class size, regular and additional assignments, summer session, retention and seniority, department/division chairs, reassigned time, evaluation, resignation, retirement, professional growth, personnel files, personal and professional leaves of absence, life and health insurance coverage, grievance procedures, salaries, wage-step and column placement, committees, replacement, transfers, reassignments, the district's employee assistance program, an agency shop clause, and the conditions and duration of the agreement. Salary schedules, sample forms, and definitions of terms are appended. (AYC)

ED 301 274 JC 880 572
Nunz, Phyllis Jane
A Comparative Study of Organizational Climate and Campus Leadership at Bakersfield College, Based on the Roueche-Baker Community College Excellence Model.
Pub Date—Apr 87
Note—268p.; Major Applied Research Project for the Ed.D., Nova University.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160) — Dissertations/Theses - Undetermined (040)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Administrator Attitudes, *Administrator Effectiveness, *Administrators, *College Administration, Community Colleges, *Employee Attitudes, Faculty College Relationship, *Leadership, *Organizational Climate, Questionnaires, School Surveys, Self Evaluation (Groups), Teacher Attitudes, Two Year Colleges

A study was conducted at Bakersfield College to identify the strengths and weaknesses of the college's organizational structure and to determine to what extent the institution possessed specific elements of organizational climate and campus leadership that research has identified to be vital to educational quality. The survey instrument used to assess organizational climate investigated the perceptions of administrators, faculty, and staff regarding college leadership, motivation, communication, decision making, reward structures, and job satisfaction. The instrument used to determine perceptions of campus leadership focused on the sense of direction, ability to implement changes and programs effectively, and sense of personal commitment evidenced by senior and associate deans. Both instruments were mailed to all 505 campus employees, with 78% of the administrators, 41% of the faculty, and 24% of the staff members responding. A comparison of the Bakersfield study with three other organizational climate studies revealed that Bakersfield College did not meet national norms in five of the six climate variables rated; i.e., decision making,

communication, motivation, leadership, and reward structures. On the other hand, respondents generally gave positive ratings to campus leaders. The survey instruments are included. (AYC)

ED 301 275 JC 880 579
Jackson, Cheryl D.
The Bottom Line: Quality/Consumer-Oriented Child Care.
Atlantic Community Coll., Mays Landing, N.J.
Pub Date—Oct 88
Note—24p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ancillary School Services, *Child Welfare, Community Colleges, *Community Problems, *Day Care, Employed Parents, *Employer Supported Day Care, *School Community Relationship, Sociocultural Patterns, Two Year Colleges, Welfare Recipients

Arguing that the provision of child care services is consistent with the role of the community college, this paper provides an overview of the current demand for and delivery of child care services and briefly discusses ways in which community colleges can assist in the development and provision of consumer-oriented, high-quality child care. First, statistics are cited to underscore the growing need for child care among the poor, single-parent families, teenage mothers, and working women; the trend toward employer-provided child care; and the lack of training requirements for child care providers. The next sections consider the advantages and disadvantages of the following forms of child care: (1) childcare in one's own home; (2) family daycare; (3) group home care; (4) daycare centers; (5) proprietary centers; (6) franchise/commercial centers; (7) industry-sponsored centers; (8) cooperatives; and (9) public/government-run centers. After briefly reviewing trends in child care in other countries, the paper explains the concept of consumer-oriented, quality child care, which ensures that children are safe and well-nourished, that they have adequate space and learning materials, and that staff are trained in child development and teaching. Finally, the community college's roles as advocate/change agent, liaison, technical expert, and provider of services are discussed. Recommendations for colleges planning to offer child care are provided. (AJL)

ED 301 276 JC 880 580
Goldsmith, Marc Robertson, Ann
Mitchell College: Word Processing within the Freshman English Curriculum.
Mitchell Coll., New London, Conn.
Pub Date—30 Jun 88
Note—18p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Oriented Programs, Computer Software, Microcomputers, Private Colleges, Program Descriptions, Program Development, Revision (Written Composition), Student Attitudes, Teacher Attitudes, Two Year Colleges, *Word Processing, *Writing Exercises, *Writing Instruction, Writing Skills

Since spring 1987, Mitchell College has included a computer laboratory component in its basic writing curriculum to teach students word processing skills. The development of the program posed a number of challenges: (1) introducing word processing to all students without revising the curriculum; (2) designing a computer facility that could serve as a teaching classroom; (3) selecting suitable software; (4) ensuring security for machines and software; (5) scheduling; and (6) meeting student and faculty needs. In peak semesters, between 400 and 500 students in basic English courses learn simple word processing functions at the computer lab in three one-hour orientation sessions. After orientation, students are encouraged or assigned to revise their papers and essays in the lab. The word processing component of the composition courses supports skills development in several ways; e.g., correcting is faster and "cleaner"; errors in syntax, logic, and emphasis are easier to visualize on the screen; spell-checking programs help reduce anxiety about writing; and revision assignments can be individualized to each student. In general, students and faculty have responded positively to the computer laboratory. Students feel that the computer makes the writing process interesting and less time-consuming, and some believe it has improved the quality of their writing. Faculty have willingly attending computer workshops and are increasingly involved in the orientation sessions. The program description includes a list of hardware and software available at the computer lab, a diagram of the layout of the facility, and a student handout for the orientation to word processing. (AJL)

ED 301 277 JC 880 581
California Plan for Career-Vocational Education. Part I: Policy Directions.
California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Div. of Vocational Education.
Pub Date—Jan 89
Note—57p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Economic Development, Economic Factors, Educational Needs, *Educational Objectives, Educational Planning, Elementary Secondary Education, Job Training, Social Change, *Statewide Planning, Two Year Colleges, *Vocational Education
Identifiers—*California

Designed to establish a unified mission for career-vocational education in California, this report identifies issues and goals and defines major priorities for program implementation at state and local levels. Following introductory sections on the focus, scope, and purpose of the plan, section I discusses the basic assumptions behind career-vocational education, indicating that its mission is to enhance the personal and economic well-being of individuals and to develop human resources which contribute to the economic development of the state. This section also examines the influences of changing technology, economic and occupational trends, changing demographic patterns and social values, student attrition, and educational reform. Section II sets forth goals for vocational education with respect to research and planning, program quality and delivery, staffing, delineation of functions in program delivery, interagency cooperation, articulation of programs and support services, employer relations, student access and retention, public awareness, accountability, and funding. Finally, section III recommends steps to be taken toward the achievement of these goals and the completion of Part II of the state plan. Appendixes include a glossary, a description of the state's public education system, and population and economic profiles. (AJL)

ED 301 278 JC 880 582
Farland, Ronnald Anderson, Bill
Apprenticeship Related and Supplemental Instruction.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date—Dec 88
Note—19p.; Discussed as Agenda Item Number 7 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, December 8-9, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Apprenticeships, College Role, Community Colleges, Educational Finance, Enrollment, Equal Opportunities (Jobs), Government Role, *Government School Relationship, Minority Groups, *School Business Relationship, State Agencies, State Legislation, State Programs, *Trade and Industrial Education, Two Year Colleges
Identifiers—*California

An overview is provided of apprenticeship programs offered by the California community colleges. First, the report describes apprenticeships, indicating that modern programs include school-based supplemental instruction to ensure that apprentices possess skills and knowledge beyond just the manual tasks related to the occupation that are learned on the job. The next sections of the report explore: (1) the benefits of apprenticeship to employers and employees; (2) California laws regulating apprenticeships; (3) the cooperative nature of the partnership among program sponsors, the State Department of Education, the Chancellor's Office of the California Community Colleges, the California Apprenticeship Council (CAC), and the Division of Apprenticeship Standards (DAS); and (4) the roles played by the DAS, state and local education agencies, employers, the CAC, and program sponsors or joint apprenticeship committees. Next, the report describes the scope of community college apprenticeship programs, indicating that 48 colleges have 252 approved programs, serving nearly 15,000 students per year at a cost in program year 1987-88 of $6,724,790 to the state. The final sections examine trends in new program areas; concerns about the shift of programs from community colleges to secondary schools, about colleges offering programs outside of district boundaries, and about instructional quality; affirmative action to insure adequate representation of women and minorities in apprenticeship programs; and research plans. A 1987-88 attendance report is provided. (AJL)

ED 301 279 JC 880 584
Ediger, Marlow
Teaching History in the Junior College.
Pub Date—88
Note—10p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, Course Content, *Course Objectives, *Course Organization, *History Instruction, *Teacher Role, Teacher Student Relationship, *Teaching Methods, Two Year Colleges

Principles are presented for teaching history in the two-year college. The first section offers guidelines for the selection of the subject matter to be taught, indicating that faculty meetings can be a helpful method of identifying vital facts, concepts, and relevant content for student mastery in the classroom. The next section considers psychological aspects of teaching and learning, setting forth six principles: (1) students need to perceive the purpose or value of learning; (2) material should be presented in a stimulating manner; (3) instructors must assist students to attach meaning to the facts, concepts, and generalizations they are learning; (4) students should be guided to utilize higher order thinking skills; (5) students must learn to use primary and secondary data sources; and (6) students need to attain understanding, skills, and attitudinal objectives. Finally, the paper urges junior college history instructors to examine and to experiment with diverse instructional philosophies, including those that emphasize problem solving, the subject-centered approach, the use of measurably stated objectives, and the student-centered approach. (AJL)

ED 301 280 JC 880 585
Head, Ronald B.
Follow-Up Survey of PVCC Graduates of the Class of 1986-1987. Research Report Number 9-88.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Pub Date—Nov 88
Note—93p.; Also included is a summary of the report, PVCC Institutional Research Brief No. 88-13.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *College Graduates, *College Transfer Students, Community Colleges, Educational Benefits, *Employment Patterns, Graduate Surveys, Institutional Evaluation, Job Satisfaction, *Outcomes of Education, Participant Satisfaction, Salaries, Student Attitudes, Two Year Colleges, *Two Year College Students

In the winter and spring of 1988, a graduate survey was conducted at Piedmont Virginia Community College (PVCC) to determine graduates' employment and education activities and the impact PVCC had on their further education or careers. Surveys were mailed to all 227 students who graduated from PVCC in 1986-87, requesting information on the jobs the graduates had obtained, the schools they were attending, their salaries and job satisfaction, and their evaluation of PVCC. Major findings, based on a 61.2% response rate, included the following: (1) over 60% of the respondents were employed in full-time jobs related to their field of study; (2) 56.6% of the employed graduates were satisfied with their current job, and an additional 27.4% were very satisfied; (3) the average annual salary of the respondents was $18,933, with a range between $1,702 and $50,000; (4) over 90% believed that PVCC provided them with "excellent" or "good" academic preparation for their jobs, and almost all felt that they were as well prepared or better prepared than other new employees in their fields; (5) 33 PVCC graduates had transferred to four-year colleges and most were in good academic standing at the time of the survey; and (6) 87.5% of the trans-

for students believed that PVCC provided "excellent" or "good" academic preparation for transfer. Appendixes provide the survey instrument and selected comments by respondents. (AJL)

ED 301 281 JC 880 586
Washington Community College Program and Enrollment Plan, 1989 to 2000.
Washington State Board for Community Coll. Education, Olympia. Div. for Information Services, Research & Evaluation.
Pub Date—Aug 88
Note—84p.
Pub Type— Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Colleges, Economic Climate, *Educational Assessment, Educational Objectives, Enrollment Projections, *Enrollment Trends, *Long Range Planning, Population Growth, Population Trends, *Program Development, Public Opinion, Social Change, Social Indicators, *Statewide Planning, Two Year Colleges
Identifiers—*Washington
This planning report describes social, demographic, and economic trends that have implications for Washington's community colleges and sets forth goals for responding to the educational needs of students and the state. Following a summary of college goals, anticipated program changes, enrollment projections, and needs in student services, the introduction describes the planning process undertaken by the community college system and its results. The next section describes the environment in which the community colleges function, focusing on changes in economic and employment structures, the labor force, technology, population demographics, family structures, and public attitudes regarding equal educational opportunity, the social welfare system, the quality and effectiveness of education, and literacy. The implications of these trends for the colleges are also discussed. The next section states the mission and goals of the community colleges with respect to transfer education, changing workforce needs, literacy education, educational quality, and college opportunities. After identifying goals and anticipating changes related to enrollment, programs, and budget, the report offers summary planning statements for each of the 27 colleges in the state system, focusing on environmental influences, educational needs, and priorities. Appendixes provide enrollment data, population statistics, an analysis of socioeconomic changes affecting community colleges, and a study of geographic areas with above-average college participation rates. (AJL)

ED 301 282 JC 880 587
Mertes, Barbara F.
Mission, Finance, Accountability: A Framework for Improvement.
California Association of Community Colleges, Sacramento.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—Apr 84
Note—18p.; Prepared by the Subcommittee on Reforms Review of the California Association of Community Colleges' Commission on Instruction.
Available from—Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" St., Sacramento, CA 95814 ($4.50 per issue or $30.00 for six-issue volume).
Journal Cit—Community College Issues; v1 n1 Apr 1984
Pub Type— Collected Works - Serials (022) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Community Colleges, Educational Development, Educational Finance, Educational Legislation, Financial Support, *Government School Relationship, *Mission Statements, State Aid, State Government, *State Legislation, *Statewide Planning, Two Year Colleges
Identifiers—*California
An overview is presented of the mechanisms for financial support, institutional resources, and institutional accountability that are needed to improve the teaching and learning environment in the California community colleges. Introductory material outlines the educational reforms that have affected the colleges, underscores the need to reaffirm the primary mission of the community colleges, and puts forth a new set of questions concerning access, curricula, budgeting, and governance to replace the questions being posed by educational reformers. Part I addresses financial resources and needs for college staffing, curriculum, management information services, capital outlay, and deferred maintenance. Part II addresses the issue of accountability to the community colleges' mission through accreditation, planning, research, and evaluation. Part III offers a brief summary of recent reform legislation, highlighting bills concerned with the definitions of credit and noncredit college courses; a course classification system; a statewide grading policy; general education requirements; a definition of recreational, vocational, and personal development courses; and a statewide course repetition policy. This section also describes four innovative college-initiated programs; i.e., the Learning, Assessment, Retention Consortium; the preparation of definitions related to developmental education; articulation with high schools; and involvement in the Western States Network for Learning, Assessment, and Retention. Concluding comments urge the colleges and the California Legislature to join together to affirm the Community College Mission Statement and to provide a stable funding plan to support this mission. (AJL)

ED 301 283 JC 880 588
Mertes, Barbara F.
Focusing on Articulation: Improving the Community College Transfer Rate.
California Association of Community Colleges, Sacramento.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—Jun 85
Note—16p.; Prepared by the Subcommittee on Articulation Concerns of the California Association of Community Colleges' Commission on Instruction.
Available from—Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" St., Sacramento, CA 95814 ($4.50 per issue or $30.00 for six-issue volume).
Journal Cit—Community College Issues; v1 n2 Jun 1985
Pub Type— Collected Works - Serials (022) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *College Transfer Students, *Community Colleges, Higher Education, *Intercollegiate Cooperation, *Transfer Policy, Two Year Colleges
Identifiers—*California
In 1985, the Commission on Instruction of the California Association of Community Colleges undertook a project to examine problems in articulation between the community colleges and the University of California (UC) and the California State Universities (CSU). As part of the project, a statewide survey was conducted to examine the nature, extent, and frequency of articulation and the characteristics of successful articulation arrangements. Responses from 103 of the 106 colleges surveyed revealed that 30% of the colleges reported positive experiences with articulation and 70% expressed dissatisfaction with certain aspects of the process. The major characteristics of successful articulation were course-by-course equivalency agreements, direct and ongoing communication, and the establishment of articulation as an institutional priority. Another component of the project was a meeting between UC, CSU, and community college representives to reach consensus on solutions to the problems identified by the survey. During the meeting, a number of major issues and concerns were identified, including the need to preserve diversity and flexibility among all three segments of public higher education, the need for improved communication, the importance of adequate planning time to implement new requirements, and the need for clarification of CSU and UC breadth requirements. Recommendations for addressing these and other issues are included. (AJL)

ED 301 284 JC 880 589
Mertes, Barbara F.
Building New Partnerships: California's Secondary Schools and the Community Colleges.
California Association of Community Colleges, Sacramento.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—May 86
Note—20p.; Prepared by the Subcommittee on Articulation Concerns of the California Association of Community Colleges' Commission on Instruction.
Available from—Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" St., Sacramento, CA 95814 ($4.50 per issue or $30.00 for six-issue volume).
Journal Cit—Community College Issues; v1 n3 May 1986
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), College Bound Students, *College School Cooperation, *Community Colleges, Cooperative Programs, Educational Trends, *Enrollment Influences, High Schools, State Surveys, Student Needs, Two Year Colleges
Identifiers—*California
In February 1986, a study was conducted by the Commission on Instruction of the California Association of Community Colleges to investigate the influence of the 1984 and 1985 high school graduates on community college enrollment patterns. Study findings, based on a 98% response rate from the 106 colleges surveyed, included the following: (1) transfer program enrollments had increased at the expense of enrollments in vocational programs; (2) enrollments had increased in basic skills and English as a Second Language courses; (3) there were increased needs for special services for students with learning disabilities; (4) students had increased needs for focused counseling services, tutoring, counselor intervention, career information, and skills assessment; and (5) seven influences on the community college enrollment of high school students were identified, including aggressive outreach by four-year colleges, more opportunities for low-level employment, increasing dropout rates, a declining image for community colleges, changing high school emphases from vocational education to college preparatory courses, and the reduction/elimination of high school course electives. Based on study findings, eight recommendations were developed for improving accountability, programs, and working relationships, and nine policy considerations were identified. (AJL)

ED 301 285 JC 880 590
Lewis, Merrilee, Ed. Barr, Robert, Ed.
Institutional Research for Decision-Making and Accountability in California Community Colleges.
California Association of Community Colleges, Sacramento.
Spons Agency—California State Dept. of Education, Sacramento.
Pub Date—Nov 88
Note—16p.; Prepared by the Subcommittee on Institutional Research of the California Association of Community Colleges' Commission on Research.
Available from—Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" Street, Sacramento, CA 95814 ($4.50 per issue or $30.00 for six-issue volume).
Journal Cit—Community College Issues; v1 n6 Nov 1988
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *College Administration, Community Colleges, *Decision Making, Educational Researchers, Evaluation Needs, *Institutional Research, Outcomes of Education, Policy Formation, Research Administration, Research Needs, Research Reports, *Research Utilization, Two Year Colleges
Identifiers—*California
In light of growing concern for the measurement of educational effectiveness, this paper advocates institutional research at the community college level in California's community colleges to answer crucial questions concerning students, programs, and communities and urges trustees and administrators to use research results to inform decision making and policy formation. Sections I and II discuss increasing demands for accountability, point to external and internal benefits of institutional research, and identify questions concerning student and institutional success that community colleges must be able to answer. Section III underscores the value of research to trustees in making informed policy decisions. Section IV summarizes the six areas encompassed by the institutional research function: information systems use, program evaluation, survey design and implementation, research and analy-

sis, research critique, and formulation of emerging issues. After section V identifies three basic ways of organizing a research office (i.e., institutional research and planning office, institutional research committee, individual or group research), section VI considers desirable qualities for an institutional researcher and for research reports. Finally, section VII discusses the need for continuing institutional research in the future. (AJL)

ED 301 286 JC 880 591
Renkiewicz, Nancy And Others
Indicators and Measures of Successful Community Colleges. A Report to the 59th Annual CACC Convention, November 1988.
California Association of Community Colleges, Sacramento.
Pub Date—Nov 88
Note—39p.
Available from—Community College Issues Subscriptions, California Association of Community Colleges, 2017 "O" Street, Sacramento, CA 95814 ($6.00).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Community Colleges, *Educational Quality, *Evaluation Criteria, Instructional Effectiveness, *Outcomes of Education, Questionnaires, *School Effectiveness, Student Attitudes, Surveys, Teacher Attitudes, Two Year Colleges
Identifiers—*California
A study was conducted by the California Association of Community Colleges (CACC) to determine the perceptions of several constituency groups concerning the relative success of California's community colleges. The study sought to identify indicators of institutional success and appropriate measures for each indicator. Surveys conducted at the 1987 CACC Convention and the April 1988 CACC Research Conference solicited information from a total of 34 students, 95 trustees, 179 faculty members, 163 college administrators, and 91 district administrators. Study findings included the following: (1) faculty effectiveness, positive faculty/student relationships, and student satisfaction with the quality of instruction were considered the most important indicators of quality; (2) process measures were considered more important than outcomes measures; (3) all groups rated faculty effectiveness as the most important indicator in both surveys, except the 1988 student respondents who rated student satisfaction with services as most important; and (4) measures for faculty effectiveness were identified as course retention rates, student achievement of stated course objectives, and student perceptions of faculty effectiveness. The survey instruments are included. (AJL)

ED 301 287 JC 880 592
Wilson, John K.
L.A.N.D. Critical Thinking Workshop with Applications for Developmental Students.
Charles Stewart Mott Community Coll., Flint, Mich.
Pub Date—Jan 88
Note—8p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Community Colleges, *Course Content, *Course Objectives, *Critical Thinking, Deduction, *Developmental Studies Programs, Induction, Two Year Colleges
Guidelines are provided for the development of a community college course in critical thinking. The first sections offer an overview of the nature and basic concepts of critical thinking, indicating that: (1) the skills developed in critical thinking classes include the ability to formulate a clear statement of a thesis or problem, evaluate evidence in accordance with the canons of inductive and deductive logic, view a particular problem in a larger context, and generate alternative hypotheses in relation to the problem; (2) during their college years, students advance through phases characterized by basic dualism, relativism, and commitment; (3) classes should take into account students' subjective input and the conceptual, perceptual, and largely subjective impact of language; and (4) deductive and inductive logic serve as analytical tools for critical thinking. The final sections contain suggestions for introducing critical thinking skills in developmental classes. Organizational suggestions stress the value of small group work, the completion of initial assignments in class, and required attendance. A course description is presented next, covering attendance and grading policies and providing a brief outline of course objectives and content. Finally, a list of 12 student assignments is provided. (AJL)

ED 301 288 JC 880 593
Agreement between Board of Trustees, West Kern Community College District and Taft College Faculty Association, 1988-1989.
National Education Association, Washington, D.C.; Taft Coll., CA.
Pub Date—4 May 88
Note—48p.; Part of a collection of bargaining agreements compiled by the National Education Association.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Collective Bargaining, *College Faculty, Community Colleges, *Contracts, *Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Leaves of Absence, Teacher Retirement, Teacher Salaries, Two Year Colleges, Unions
Identifiers—National Education Association, *NEA Contracts
This contractual agreement outlines the terms of employment in effect from 1988 to 1989. The 12 articles in the agreement set forth provisions related to: (1) parties to the agreement; (2) recognition of the association as exclusive representative; (3) definition of terms; (4) professional dues or fees and payroll deductions; (5) personal and professional leaves of absence; (6) workload obligation; (7) salaries, fringe benefits, and schedule placement; (8) the Certificated Employer-Employee Relations Committee; (9) completion of meet and negotiation; (10) term of the agreement and renegotiation; (11) concerted activities; and (12) a savings provision. Appendixes include a resolution on the employees covered, salary schedules, an optional retirement/reduced workload plan, and provisions related to the Petroleum Technology Program. (AJL)

ED 301 289 JC 880 594
Agreement between Yuba Community College District and Yuba College Faculty Association, Effective July 1, 1987, Terminates June 30, 1990.
National Education Association, Washington, D.C.; Yuba Coll., Marysville, Calif.
Pub Date—10 Feb 88
Note—50p.; Part of a collection of bargaining agreements compiled by the National Education Association. Some pages contain light, broken type.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Size, *Collective Bargaining, *College Faculty, Community Colleges, *Contracts, Faculty Workload, Fringe Benefits, Grievance Procedures, Leaves of Absence, Teacher Evaluation, Teacher Transfer, Two Year Colleges, Unions
Identifiers—National Education Association, *NEA Contracts
This contractual agreement outlines the terms of employment for all full-time instructors, librarians, and counselors; those whose contractual obligation equals or exceeds .60 full-time equivalent (FTE); and those who have completed at least a .10 FTE semester assignment during three of the last six semesters. The articles in the agreement set forth provisions related to: (1) recognition of the association as exclusive bargaining agent; (2) association rights; (3) district rights; (4) personal and professional leaves of absence; (5) voluntary and involuntary transfers; (6) faculty and staff evaluations; (7) workload; (8) class size; (9) work year; (10) class schedule development; (11) consideration for filling part-time, extra-pay, and summer assignments; (12) compensation; (13) assignments with stipends; (14) insurance benefits; (15) grievance procedures; (16) safety; (17) effect of the agreement; (18) separability and a savings clause; (19) past practice; (20) maintenance of operations; and (21) duration of the agreement. The contract includes salary schedules and information on retirement/separation benefits. (AJL)

ED 301 290 JC 880 595
Agreement between Bucks County Community College and Bucks County Community College Federation of Teachers, Local 2330, American Federation of Teachers, AFL-CIO, 1986-1989.
American Federation of Teachers, Washington, D.C.; Bucks County Community Coll., Newtown, Pa.
Pub Date—86
Note—35p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Collective Bargaining, *College Faculty, Community Colleges, *Contracts, *Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Leaves of Absence, Teacher Salaries, Tenure, Two Year Colleges, Unions
Identifiers—*AFT Contracts, American Federation of Teachers
This bargaining agreement between the Board of Trustees of Bucks County Community College (BCCC) and the BCCC Federation of Teachers outlines the terms of employment for all faculty members between 1986 and 1989. The 21 articles in the agreement set forth provisions related to: (1) recognition of the federation as the exclusive bargaining agent; (2) fair practices; (3) academic freedom; (4) grievance procedures; (5) renewals and tenure; (6) released time; (7) collegial coverage of absences; (8) field trips; (9) professional and educational conferences; (10) personnel files; (11) participation in governance; (12) the college calendar; (13) personal and professional leaves of absence; (14) salary, rank, and promotion; (15) course preparation; (16) benefits; (17) seniority, transfers and displacement; (18) the totality of the agreement; (19) strikes and lock-outs; (20) severability; and (21) the term of agreement. Attachments include a side letter of agreement on tenure and statements of college policies adopted or amended by the Board of Trustees in 1972, 1977, and 1986. (AJL)

ED 301 291 JC 880 596
Collective Bargaining Agreement between Montgomery County Community College and Montgomery County Community College Faculty, Pennsylvania Federation of Teachers, AFT/AFL-CIO, 1988-1991.
American Federation of Teachers, Washington, D.C.; Montgomery County Community Coll., Conshohocken, Pa.
Pub Date—88
Note—45p.; Part of a collection of collective bargaining agreements compiled by the National Education Association.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Freedom, Affirmative Action, *Collective Bargaining, *College Faculty, Community Colleges, *Contracts, *Employment Practices, Faculty Promotion, Faculty Workload, Fringe Benefits, Grievance Procedures, Leaves of Absence, Retrenchment, Teacher Dismissal, Teacher Salaries, Tenure, Two Year Colleges, Unions
Identifiers—*AFT Contracts, American Federation of Teachers
This bargaining agreement outlines the terms of employment for all full-time faculty, counselors, librarians, and teaching faculty currently classified as coordinators. The 28 articles in the agreement set forth provisions related to: (1) recognition of the union as exclusive bargaining agent; (2) agreement to meet and discuss; (3) grievance/arbitration procedures; (4) union membership dues; (5) no discrimination; (6) affirmative action; (7) management rights; (8) union rights; (9) union activity; (10) academic freedom; (11) strikes and lockouts; (12) personnel files; (13) faculty responsibilities; (14) workload; (15) promotions; (16) retrenchment; (17) procedures for nonrenewal and removal of non-tenured faculty; (18) attainment of tenure; (19) leaves of absence; (20) procedures for the dismissal of tenured and nontenured faculty; (21) salary; (22) additional compensation; (23) fringe benefits; (24) safety and health; (25) general provisions; (26) salary payment; (27) completeness of the agreement; and (28) duration of the agreement. Amendments concerning salary and compensation increases, union rights, workload, and committee membership are attached. (AJL)

ED 301 292 JC 880 598
Mendoza, Jose
Developing and Implementing a Data Base and Microcomputer Tracking System To Track and Serve Minority Students To Enhance Minority

Recruitment and Retention.
Glendale Community Coll., Ariz.
Pub Date—4 Nov 88
Note—33p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Affirmative Action, Community Colleges, *Computer Oriented Programs, Databases, *Mentors, *Minority Groups, Program Development, Program Implementation, *School Holding Power, *Student Recruitment, Teacher Student Relationship, Two Year Colleges

Brief descriptions are provided of several components of Glendale Community College's (GCC's) programs to ensure adequate links with the minority community and stimulate enrollments to achieve parity in enrollment proportions. Introductory sections offer a rationale for minority emphasis programs, define "minority," enumerate reasons for attending a community college, and examine the objectives and implementation of minority emphasis programs. The next sections focus on particular components of the programs, including: (1) educational outreach and recruitment; (2) retention services; (3) an early warning system whereby students in academic difficulty are referred to appropriate services; and (4) a student information system (SIS), which centralizes registration, transcripts, class rosters, enrollment reports, and financial aid data. The final sections look at the SIS in greater detail, examining system development, downloading capabilities, data retrieval, and features which permit the college to contact targeted groups, including unregistered applicants, dropouts, and new students. In addition, the report describes the database tracking system, which uses information downloaded from the SIS to track Hispanic, Black, American Indian, and Asian/Pacific Islander student enrollments and progress. Several attachments are provided on the Faculty Mentoring Retention Program, including a guidebook for mentors and information for new students. (AJL)

ED 301 293 JC 880 599
Clagett, Craig A.
Student Outcomes Performance Accountability Report, Prince George's Community College. Report to the Board of Trustees, BT89-2.
Prince George's Community Coll., Largo, Md. Office of Institutional Research.
Pub Date—Nov 88
Note—90p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, *Academic Persistence, College Graduates, *College Transfer Students, Community Colleges, Continuing Education, Courses, Employer Attitudes, *Employment Patterns, Followup Studies, General Education, Graduate Surveys, *Outcomes of Education, Personnel Evaluation, Questionnaires, Two Year Colleges

In 1988, a series of studies was conducted at Prince George's Community College (PGCC) to assess student outcomes with respect to course pass rates, student retention, the performance of PGCC transfer students at four-year institutions, graduate transfer and employment patterns, employer evaluations of PGCC graduates, scores on licensure and certification exams, and general education and continuing education outcomes. The study involved surveys of PGCC graduates and their employers, and of continuing education students. Study findings included the following: (1) 70% of the students who enrolled for a course at PGCC passed it; (2) 60% of PGCC's fall students returned the following spring; (3) a study of students who entered PGCC in fall 1980 found that, by summer 1988, 12.4% had received an associate degree; (4) half of PGCC's students were attending to prepare for transfer; (5) though PGCC's transfer rate was higher than the statewide average, PGCC transfers had lower grade point averages than transfers from Maryland community colleges in general; (6) most PGCC students who transferred had not earned an associate degree; (7) consistently during the 1980's, 60% of the graduates of PGCC's occupational programs found full-time work related to their major within a year of graduation; (8) PGCC graduates met or exceeded national pass rates on Medical Isotope, Respiratory Care, and Medical Records certification exams, but fell below national averages on Nursing and Radiographers exams; and (9) graduates' self-ratings of their own general education outcomes indicated increases in enjoyment of learning, self-confidence, and clarity of goals. Recommendations for the improvement of student outcomes reports and survey instruments are included. (AYC)

ED 301 294 JC 880 601
Rouseche, Suanne D., Ed.
Innovation Abstracts, Volume X, Numbers 1-30, 1988.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
Pub Date—88
Note—62p.
Journal Cit—Innovation Abstracts; v10 n1-30 1988
Pub Type— Collected Works - Serials (022) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Abstracts, *College Administration, *College Instruction, Community Colleges, *Educational Improvement, Instructional Effectiveness, *Instructional Innovation, Program Descriptions, Science Instruction, *Teaching Methods, Two Year Colleges, Writing Skills

This series of one- to two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the abstracts include: (1) staff development; (2) integrating computers into the curriculum; (3) a strategy for selecting and hiring good teachers; (4) faculty involvement in support services for disabled students; (5) a 3-week course in health and self-awareness taught in Yosemite National Park; (6) using a team approach to improve communication among students in different health fields; (7) cooperation with high schools; (8) cultural immersion and developmental education; (9) improving students' chances for academic success; (10) a class assignment that has composition students visit various departments and offices on campus, while improving their vocabulary and writing skills; (11) eliminating the letter grading system; (12) learning to learn strategies; (13) cost/benefit testing; (14) teaching English composition; (15) "research" in freshman chemistry; (16) historical illiteracy in the community college; (17) assessment and advisement; (18) behaviors associated with academic success; (19) student-teacher relations; (20) keeping abreast of academic trends; (21) the reinstatement of taking roll; (22) the role of the department chair; (23) role playing in history instruction; (24) the high school-to-college transition; (25) instructor-created barriers to student learning; (26) moving from theory to practice in science instruction; (27) physics students' retention; (28) the instructor as division chair; (29) using the law library as a resource; (30) establishing academic objectives by consensus; (31) competency-based learning; (32) improving students' ability to take multiple-choice exams; (33) using student information cards; and (34) teaching thinking skills. (AJL)

ED 301 295 JC 880 602
Brey, Ron
Telecourse Utilization Survey, First Annual Report: 1986-1987 Academic Year.
American Association of Community and Junior Colleges, Washington, DC. Instructional Telecommunications Consortium.
Pub Date—88
Note—86p.; Funded by the Annenberg/CPB Project.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Credits, College Instruction, Community Colleges, Distance Education, National Surveys, Postsecondary Education, Telecommunications, *Telecourses, Two Year Colleges

In 1986, the Instructional Telecommunications Consortium was funded to collect data over a 3-year period on the utilization of telecourses as a way to offer college credit instruction to off-campus learners. First-year findings, based on course data submitted by 172 institutions, included the following: (1) 183 different telecourses were offered; (2) most telecourses had been used only once, but five were offered more than 100 times, representing a total number of reported uses of 1,764 for the 183 telecourses; (3) 71 institutions belonged to at least one regional or statewide consortia concerned with instructional telecommunications; (4) 81% of the responding colleges offered only two-year degrees; (5) 91% of the reported uses of telecourses were for courses offered for three credit hours, which, in almost all cases, was the same number of credits offered for on-campus courses; (6) the more viewing options students had, the greater the average enrollment per telecourse use; (7) 94% of the telecourses were offered at the freshman or sophomore level; (8) broadcast television was used by 85% of the institutions, video tape by 63%, and cable television by 56%; and (9) in 27% of the reported uses of telecourses, the institution produced a major instructional component (e.g., print, video, or computer software). Detailed survey responses are attached, along with survey instruments. (AJL)

ED 301 296 JC 880 603
National Study of Community College Courses in Consumer Education: Executive Summary.
American Association of Community and Junior Colleges, Washington, D.C.; Office of Consumer Affairs, Washington, D.C.
Pub Date—Nov 88
Note—16p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Programs, Adult Students, *College Curriculum, *Community Colleges, *Consumer Education, Cooperative Programs, *Courses, National Surveys, Noncredit Courses, Program Content, Two Year Colleges

Courses that address the needs of adult learners to better understand marketplace issues and options and to develop effective financial planning, management and decision-making skills are fairly common in community, technical, and junior colleges. A study was conducted to determine the status of such consumer-related studies, identify colleges offering consumer-related courses, determine the scope of course content, and highlight unique or model programs. Questionnaires were mailed to the academic deans at 1,341 community colleges. Study findings, based on 408 responses, included the following: (1) nearly 75% of the respondents indicated that their colleges offered some type of consumer-related curricula; (2) although the majority of the respondents felt that consumer courses were "important," one-third perceived them as "acceptable" as long as they were financially self-supporting and did not interfere with other curricula; (3) consumer courses were offered through 81 different institutional divisions or departments; (4) only 25% of the respondents indicated that their institutions provided courses or programs in cooperation with other local organizations; and (5) respondents suggested a need for improved transferability of courses between community colleges and four-year institutions. The summary report includes recommendations based on study findings. (AJL)

ED 301 297 JC 880 604
A Comprehensive Review of Computer Science and Data Processing Education in Community Colleges and Area Vocational-Technical Centers.
Florida State Community Coll. Coordinating Board, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
Pub Date—18 May 88
Note—56p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—College Curriculum, *Community Colleges, *Computer Science Education, *Data Processing, Data Processing Occupations, Educational Assessment, Educational Facilities, Enrollment, Faculty Development, *Labor Market, Microcomputers, Outcomes of Education, Programing, Secondary Education, Secondary School Curriculum, State Surveys, *Technical Education, Two Year Colleges, *Vocational Schools
Identifiers—*Florida

In 1987-88, the Florida State Board of Community Colleges and the Division of Vocational, Adult, and Community Education jointly conducted a review of instructional programs in computer science and data processing in order to determine needs for state policy changes and funding priorities. The process involved a review of printed resources on computer training, model curricula, course standards, labor market statistics, and other program evaluations; an analysis of data extracted from the state's management information system; and a three-day statewide conference. Information was collected on programs, occupational supply and demand, enrollments, graduation rates, student follow-up, curricula, equipment, facilities, and faculty development

activities. Selected findings included the following: (1) 55 computer science and data processing associate in science degree and certificate programs were identified in community colleges; (2) 53 business data processing programs were identified in area vocational-technical centers in 21 of the 67 public school districts in the state; (3) the Florida Occupational Information System projected 16% more data processing jobs and 22% more computer programming and system analysis jobs in 1992 than in 1988; and (4) in 1986-87, computer science and data processing enrollments totalled 6,405 in area vocational-technical centers and 5,949 in community colleges. Based on study findings, 16 recommendations were developed for improving programs, organizational structures, and interinstitutional coordination. (AJL)

ED 301 298 JC 880 605
Handbook of Accreditation and Policy Manual, 1987 Edition; A Handbook for Evaluators; and A Guide to Institutional Self Study and Reports to the Commission.
Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.
Pub Date—87
Note—182p.
Pub Type— Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Community Colleges, *Evaluation Criteria, Evaluators, *Institutional Evaluation, Reports, *Self Evaluation (Groups), Two Year Colleges
Identifiers—*Western Association of Schools and Colleges
This three-volume set outlines the policies, procedures, and requirements of the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges. First, the "Handbook of Accreditation and Policy Manual" covers the following topics: (1) eligibility for accreditation and requirements for maintaining accreditation status; (2) standards for accreditation, including mandatory requirements for goals and objectives, educational programs, institutional staff, student services, community services, learning resources, physical resources, financial resources, governance and administration, and district or system relationships; and (3) commission policies on such issues as affirmative action, public access, institutional ethics, review of commission actions, nontraditional study, transfer, and college athletics. The first companion volume, "A Handbook for Evaluators," explains the role of the evaluator and evaluation team chair; the evaluation visit and report; the fifth-year review and validation team; reimbursement to evaluators; and the evaluation of team members. The second companion volume, "A Guide to Institutional Self Study and Reports to the Commission," discusses the comprehensive self-study and details the format and content of several accreditation reports. (AJL)

ED 301 299 JC 880 606
Berg, Ernest H.
Accreditation Survey, 1987: Perceptions of Effectiveness and Usefulness, Opinions about Peer Review, Comments and Suggestions for Improvement.
Western Association of Schools and Colleges, Aptos, CA. Accrediting Commission for Community and Junior Colleges.
Pub Date—87
Note—81p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Accreditation (Institutions), Administrator Attitudes, College Faculty, *Community Colleges, *Evaluation Methods, *Institutional Evaluation, Organizational Objectives, *Program Effectiveness, Program Improvement, *Self Evaluation (Groups), Surveys, Teacher Attitudes, Trustees, Two Year Colleges
A survey was conducted by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges to assess the impact of accreditation on institutional members of the association. Questionnaires were mailed to the chief executive officers (CEO's) of all public and private two-year colleges in the region. The CEO's were to ask the chief instructional, business, and student services officers, the president of the faculty senate, the chair of the board of trustees, the self-study chair, and the accreditation liaison officer to complete the survey. The questionnaire solicited information on the accreditation experience of the respondents, the effectiveness of the self-study and team report in identifying institutional strengths and weaknesses, institutional changes resulting from accreditation, attitudes about the process, support for applying accrediting standards rather than institutional goals, satisfaction with the composition of peer evaluation teams, congruence between self-study and team reports, and recommendations for improvement. Selected findings, based on responses from 614 individuals at 135 colleges, included the following: (1) respondents felt that the self-study was a more effective indicator of institutional strengths and weaknesses than the team report; (2) changes initiated as a result of the accrediting process occurred most frequently in the areas of educational evaluation, educational planning, the library, goals and objectives, governance, and financial planning; and (3) 93% of the respondents agreed that the accrediting process maintains and enhances school integrity and quality. (AJL)

ED 301 300 JC 880 607
Miller, Richard L., Ed.
Evaluating Major Components of Two-Year Colleges.
College and Univ. Personnel Association, Washington, D.C.
Report No.—ISBN-0-910402-81-7
Pub Date—88
Note—135p.
Available from—College and University Personnel Administration, 1233 20th Street NW, Suite 503, Washington, DC 20036 ($32.00).
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Evaluation, *Community Colleges, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, Institutional Evaluation, Program Evaluation, School Community Relationship, *Self Evaluation (Groups), *Student Evaluation, Student Personnel Services, Two Year Colleges
This collection of essays by community college administrators and faculty was developed to help administrators initiate better policies and procedures for evaluating students, full- and part-time faculty, administrators, programs, student services, external relations, and the institutions themselves. The volume contains: (1) "The Role of Evaluation in Two-Year Colleges," by Judith Bush and Michael G. Kaiser; (2) "Evaluating Student Performance," by Sanford A. Lane and Stephen J. Midkiff; (3) "Evaluating Full-Time Faculty Members," by Robert L. Cherry, Peter H. Grant, and Katherine D. Kalinos; (4) "Evaluating Part-Time Faculty Members," by Corrine M. Brown and Lynn M. Rector; (5) "Evaluating Academic Program Effectiveness," by Charles E. Finley, J. Dennis Hart, and Mary-Louise Holloway; (6) "Evaluating Student Services Programs," by Deborah Kladivko and Stephen Rostek; (7) "Evaluating Administrative Performance," by Dwight Greer and Gene Wilson; (8) "Evaluating External Relations," by Barbara Come and Charles E. Finley; (9) "Evaluating Institutional Effectiveness," by Priscilla Haag-Mutter, Edward W. Holzapfel, Jr., and C. Wayne Jones; and (10) "The Future Role of Evaluation," by Charles E. Finley. A 12-page bibliography is included. (AYC)

ED 301 301 JC 880 608
Clegg, Ambrose A. And Others
Using Microcomputers in Teaching Economics in the Community College.
Pub Date—8 Apr 88
Note—90p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, Community Colleges, *Computer Assisted Instruction, Conventional Instruction, *Economics Education, *Instructional Effectiveness, Knowledge Level, Mathematics Skills, Pretests Posttests, Reading Comprehension, *Student Characteristics, Two Year Colleges
Identifiers—Cuyahoga Community College OH
A study was conducted in Cuyahoga Community College's (Ohio) Principles of Economics classes to determine: (1) whether microcomputer-assisted instruction using tutorial/drill programs would significantly increase students' learning of economic concepts as measured by pre- and post-tests; (2) the relationship between demographic variables and pre- and post-test results; and (3) the validity of prior achievement in mathematics and reading comprehension for predicting learning. Four intact economics classes were selected for the study; two were designated as the experimental group and two the control group. Each student completed a demographic survey and tests of reading and mathematics achievement. Microcomputer-assisted instruction was given to the experimental group, while the control group experienced traditional lecture/discussion instruction. Significant pre-experimental differences between the control and experimental groups prevented substantive comparisons and conclusions about the effectiveness of the microcomputer-assisted instruction. Demographic variables had very low relationships to learning outcomes, while prior achievement in mathematics and reading comprehension proved to be powerful predictors of economic learning. The demographic survey instrument, the economics pre- and post-tests, the mathematics skills assessment test, and a course outline are attached. (Author/AJL)

ED 301 302 JC 880 609
Head, Ronald B.
Quarterly Student Retention at Piedmont Virginia Community College, 1987-1988. Research Report Number 10-88.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
Report No.—RR-10-88
Pub Date—Nov 88
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Persistence, Black Students, Community Colleges, *Dropouts, Enrollment Influences, Enrollment Trends, Full Time Students, Part Time Students, *School Holding Power, *Student Attrition, *Student Characteristics, Two Year Colleges, *Two Year College Students, White Students, Withdrawal (Education)
In 1987-88, a study was conducted at Piedmont Virginia Community College to determine between-quarter retention rates for various student groups and to compare the characteristics of returning and non-returning students. The study used end-of-quarter data to determine retention rates based on headcount and full-time equivalency. Rates were also calculated by full-/part-time status, freshman/sophomore status, academic program, degree goal, sex, race, age, and place of residence. Study findings, based on data for winter and spring 1983-84 through 1987-88, included the following: (1) 52.1% of the full- and part-time students enrolled in fall 1987 returned and completed the winter quarter; (2) winter-to-spring retention rates were 88.1% for full-time students and 48.6% for part-time students; (3) sophomores returned at a slightly higher rate than freshmen (i.e., 69.4% vs. 65.5% for fall-to-winter 1987-88); (4) retention of full-time, unclassified students was higher in 1987-88 than in 1986-87; (5) retention rates for full-time black students were 15% to 20% lower than those for full-time white students; (6) place of residence did not affect retention; (7) continued enrollment among part-time students was typically correlated with enrollment in a degree program and studying on campus during the day; and (8) retention rates for programs leading to Associate of Arts degrees were similar to those for Associate of Applied Science degree programs. (AAZC)

ED 301 303 JC 880 610
Livieratos, Barbara B.
Report on the Results of the 1988 Survey of Telecourse Students. Research Report Number 54.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
Pub Date—Aug 88
Note—35p.
Pub Type— Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Community Colleges, Educational Objectives, *Enrollment Influences, Participant Satisfaction, *Student Attitudes, *Student Char-

acteristics, *Telecourses, Two Year Colleges, *Two Year College Students

In 1988, a study was conducted at Howard Community College (HCC) to determine the educational goals, viewing patterns, and level of satisfaction of telecourse students. Questionnaires were administered during the last on-campus class meeting, requesting information on students' reasons for attending college, their sources of information about the telecourse, influences on their decision to take a telecourse, their interest in using a computer and modem to communicate with the instructor, use of library tapes to view the telecourse, students' personal characteristics, and suggestions for improvement. Study findings, based on responses from 54% of the 311 students enrolled in 21 telecourses in spring 1988, included the following: (1) 76% of the respondents were female, 88% were white, 80% were under 41 years of age, and 82% were employed; (2) 53% of the respondents had never taken a telecourse before; (3) 69% were enrolled in one telecourse, 23% in two, and 8% in three or more; (4) for 49% of the respondents, their primary goal in attending HCC was to transfer to a four-year institution; (5) 36% indicated that they always recorded the course for later viewing, 22% indicated that they usually did so, and 30% said they always or usually watched the course as it was televised; (6) 38% had used the library tapes of the telecourse; (7) 53% expressed interest in using their microcomputer and modem to take exams or communicate with the instructors; and (8) 77% rated "lacked time for regular class attendance" as a "very important" reason for taking the telecourse. The survey instrument is appended. (AAZC)

ED 301 304 JC 880 612

Harper, Jane Lively, Madeleine

Languages for Communication Workshops, 1988: Tarrant County Junior College, Northeast Campus. Final Project Evaluation Report.

Tarrant County Junior Coll., Hurst, Tex. Northeast Campus.

Pub Date—88

Note—45p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *College School Cooperation, Community Colleges, High Schools, Inservice Teacher Education, Instructional Materials, *Language Teachers, Oral Language, Program Descriptions, Program Effectiveness, Program Evaluation, Secondary School Teachers, *Second Language Instruction, *Speech Communication, Teacher Effectiveness, *Teacher Workshops, *Teaching Methods, Two Year Colleges

In summer 1988, Tarrant County Junior College, Northeast Campus, conducted a series of eight 16-hour workshops and three 32-hour workshops for high school teachers of foreign languages. The workshops were intended primarily as in-service training to help foreign language teachers: (1) improve their oral proficiency in the language they teach; (2) increase their security and confidence in speaking that language; (3) develop skills in current foreign language instructional methodologies appropriate for novice and intermediate students; (4) develop an enhanced repertoire of instructional activities and materials to encourage students' oral participation in class; (5) gain cultural information; and (6) use the computer to generate instructional materials. Recruitment activities focused on foreign language instructors in the Dallas/Fort Worth area, foreign language consultants and program directors in other major cities in Texas, and foreign language departments in every secondary school in Texas with an enrollment of 150 or more. Registration priority was given to teachers in minority-populated schools, teachers who had never traveled to the country in which their language was spoken, and new and reassigned teachers. The project report describes the content and outcomes of the workshops, providing pre- and post-test data on the achievement of objectives. Program evaluation data are appended. (AAZC)

ED 301 305 JC 890 001

Vaughan, George B., Ed.

Advice for Those Who Would Be President.

Southern Association of Community and Junior Colleges.

Pub Date—Jan 89

Note—6p.

Journal Cit—SACJTE Occasional Paper, v7 n1 Jan 1989

Pub Type— Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Planning, *College Presidents, Community Colleges, *Employment Interviews, *Employment Qualifications, *Job Application, Job Search Methods, Mentors, *Professional Development, Two Year Colleges

Individuals who wish to become community college presidents should take the following steps to prepare for the presidency: (1) get their doctorate; (2) get into the academic pipeline running from the classroom to the division chair, the dean of instruction, and the presidency; (3) find a good mentor; (4) establish a peer network; (5) assume leadership roles on campus; (6) be willing to move to a new town; and (7) be willing to accept a position in a less than ideal locale. When applying for the presidency of a college, the applicant should be sure to follow all directions; submit a typed, letter-perfect application; prepare a letter of application specifically for the position; pay careful attention to the profile developed for the position; avoid unexplained gaps in employment history; list a current supervisor as a reference or explain why not; keep the letter of application concise; and be selective about applying for positions. During the interview, the applicant should refrain from criticizing his/her current president, be him/herself, be a good listener, avoid condescension, and be prepared to take the position if it is offered. Though following these suggestions will not guarantee that the applicant gets the position, they may help him/her avoid making needless errors. (AJL)

ED 301 306 JC 890 002

Reitz, Charles

Bennett, Bloom and Boyer: Toward a Critical Discussion.

Pub Date—4 Nov 88

Note—13p.; Paper presented at a Conference of the Southwest Community College Humanities Association (Kansas City, MO, November 2-4, 1988).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Conservatism, *Educational Attitudes, Educational Change, Educational Objectives, *Educational Philosophy, *Elitism, Ethnocentrism, Liberalism, *Politics of Education, Role of Education, *Social Values, Traditionalism, Two Year Colleges

Identifiers—*Bloom (Allan), *Educational Reform Movement

An overview is provided of the educational philosophies of Allan Bloom, Lynne V. Cheney, William Bennett, and Ernest Boyer, with special focus on their political underpinnings. The essay begins with an examination of the issues discussed in "The Closing of the American Mind," by Allan Bloom. Concern and disagreement is expressed about: (1) Bloom's rejection of an "education of openness," "liberalness," and academic concern with racism, sexism, and elitism; (2) the use of the charge of "nihilism" beyond the boundaries of its genuine applicability; and (3) his attitude toward the superiority of this country and its history which resists self-criticism and approaches an ethnocentric adoration of the American way of life. Concluding comments in this section assert that Bloom is actually calling for the closing of the American mind around what he believes is the only real common good-liberal learning in the classic sense that has traditionally excluded all but the "talented tenth" from full educational opportunity. The next sections find echoes of Bloom's positions in the writings of Lynne V. Cheney, Chair of the National Endowment for the Humanities, and William Bennett, former Secretary of Education. Finally, the paper considers the very different assessment and suggestions made by Ernest L. Boyer and the Commission on the Future of the Community College. Emphasis is placed on the Commission's commitment to "building communities," its positive view of the historical forces shaping community college education, and its support for a multi-cultural and world-historical perspective on social reality through the comparative study of social, natural, intellectual, and art history. (AJL)

ED 301 307 JC 890 003

Morris, Cathy

Coming Back to School: A Profile of Fall Term 1987 Transition Center Students. Research Report Number 88-01.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Pub Date—Jan 88

Note—8p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, Age, *Client Characteristics (Human Services), Comparative Analysis, Counseling Services, Females, Grade Point Average, Males, Minority Groups, Nontraditional Students, Part Time Students, *Reentry Students, *Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students

At Miami-Dade Community College's South Campus (SC), the Transition Center (TC) provides special advisement services for older students returning to school. In fall 1987, a study was conducted to develop a profile of the students served by the center and compare them with other South Campus students. Study findings, based on academic and demographic data on 211 center clients, included the following: (1) the average age of TC clients was 34.4 years, compared to 23.7 years for other SC students; (2) 85% were enrolled part time, compared to 63% of the remaining SC students; (3) only 43% of TC clients were graduates of Florida high schools, and 17% were General Educational Development recipients; (4) 23% had grade point averages of 3.50 or above, compared to 11% of the other SC students; (5) 60% of the TC clients and 34% of the SC students were white, non-Hispanic, including 48% of the TC clients and 19% of the SC students who were white females; (6) 93% of the TC clients had prior postsecondary educational experience, with 83% having previously enrolled at Miami-Dade; and (7) TC clients declared themselves as degree seekers in about the same proportion as other SC students. (AJL)

ED 301 308 JC 890 004

Morris, Cathy

Non-Degree Students: A Potential for Recruitment? Research Report Number 88-23.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

Report No.—RR-88-23

Pub Date—Sep 88

Note—41p.

Pub Type— Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Role, Community Colleges, Comparative Analysis, Enrollment Trends, *Majors (Students), *Participant Satisfaction, Part Time Students, Questionnaires, School Surveys, Student Attitudes, Student Characteristics, *Student Educational Objectives, Student Recruitment, Two Year Colleges, *Two Year College Students

Over 17,000 credit students enrolled at Miami-Dade Community College (MDCC) in 1986-87 with no stated intention of obtaining a degree at the college. A study was conducted to examine the characteristics of non-degree students and to assess their potential for recruitment into further coursework and/or degree programs. Demographics were examined to determine how these students differ from degree-seekers; transcripts were analyzed to discover how often non-degree students switch to degree-seeking status; and data from a survey concerning college image were examined to compare MDCC with the students' "ideal college." Study findings included the following: (1) 89% of the non-degree students were enrolled part time, compared to 60% of the degree-seeking students; (2) on average, non-degree students were eight years older than degree seekers; (3) 71% enrolled to upgrade job skills or earn transfer credit; (4) 39% of the non-degree students and 56% of the degree seekers were Hispanic; (5) 63% of the non-degree respondents worked more than 20 hours per week; (6) 24% of the non-degree students enrolled in college for the first time switched into degree-seeking status over a three-year span; (7) almost 50% indicated that they aspire to earn a Master's degree or higher; and (8) MDCC compared favorably with students' "ideal college" in 33 of 37 areas, falling below ideal for 30% of the respondents in personal counseling, job placement, child care and housing services. The survey instrument is included. (AJL)

PS

ED 301 309 PS 017 271

Nakielska-Cremers, Z.
Determinants of Outstanding Success in Education: An Investigation among Finalists of Competitions in Polish Language and Mathematics for Pupils in Polish Primary Education.
Pub Date—Aug 88
Note—530p.; Page 288 is missing from the original document.
Pub Type— Reports - Research (143)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—*Academic Achievement, *Competition, Elementary Education, *Elementary School Students, Extracurricular Activities, Foreign Countries, *Individual Characteristics, *Institutional Characteristics, Language Arts, Mathematics, *Success
Identifiers—*Poland

This two-part volume provides a theoretical study of determinants of success in education and reports on an empirical study of competition in language and mathematics for students in the highest grades of Polish grade schools in 1976-77. The empirical study investigated factors associated with outstanding success in educational endeavors. Of special interest was the chance for success for persons from social groups that were less privileged than others. Data on 4,995 finalists, 1,165 grade schools, and 9,454 classmates of finalists were collected from 1,212 teachers, 777 secondary school teachers, 1,177 mentors, and 93 contest organizers. Chapters in Part One discuss: (1) the study's purpose; (2) related policy issues; (3) success in education as a form of societal success; (4) abilities students need to attain success and determinants of these abilities; (5) ideas, social movements, and legal regulations bearing on social equality and success; (6) principles for grouping pupils for instruction and for developing students' abilities in out-of-class activities; (7) Polish primary education in the 1970s and efforts to reform it; and (8) extra-curricular competitions in school subjects. Chapters in Part Two cover: (1) research questions on determinants of success in the Polish language and mathematics competitions; (2) aspects of competitions; (3) pupils' place of residence in relation to success; (4) relationships between characteristics of pupils' families and pupils' success at competitions; (5) the relation of the finalists' orientation in life to their chances of success; (6) characteristics of finalists; (7) information on finalists' mentors; (8) characteristics of the schools; (9) conditions of participation; (10) finalists' subsequent academic achievement in comparison with that of classmates in the first year of high school; (11) main findings. Part Two also offers a conclusion and general discussion. Chapter 20 provides a summary in Dutch. Sixteen pages of references are cited. Appendices provide questionnaires and data. (RH)

ED 301 310 PS 017 498
Report of the Working Party on Childcare Training.
New Zealand Dept. of Education, Wellington.
Pub Date—Dec 86
Note—61p.
Available from—Government Printing Office, Private Bag, Wellington, New Zealand ($9.50, New Zealand funds).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administration, *Child Caregivers, Curriculum, *Day Care, Early Childhood Education, *Educational Change, *Educational Improvement, Foreign Countries, Higher Education, *Trainers, *Training
Identifiers—*New Zealand

In 1986, the New Zealand Department of Education established a working party on the training of child caregivers. Members of the working party were charged with making recommendations on: (1) a training course for child care workers which would fit within a common core prescription for the training of early child care and education personnel; (2) the form, length, content, and style of training, and an appropriate delivery system; (3) ways of ensuring that bicultural understanding would permeate the training provision; and (4) methods for recruitment and retention of personnel. After introductory and summary sections, the report offers recommendations for restructuring child care training, a common core content of training, the selection and recruitment of personnel, cross-crediting and equivalence of training, staffing and conditions of service, an administrative and professional support structure, and funding. A glossary of terms is provided. Appendices contain information on current child care training courses, evaluation of outpost training, procedures used at Auckland College of Education, a submission to the working party of the views of Pacifica Inc. (which represents Pacific Islanders), and a submission of the views of A'oga Amata, the Samoan Preschool organization. (RH)

ED 301 311 PS 017 548
Chang, Agnes Shook Cheng
A Study of Cognitive Development of Pre-School Children (3 - 6+) and Implications for Intervention in Singapore.
Pub Date—Aug 88
Note—12p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, Cognitive Ability, *Cognitive Development, Early Childhood Education, *Educational Strategies, English (Second Language), Language Skills, Longitudinal Studies, Mathematics Skills, Private Education, *Social Development, *Young Children
Identifiers—Singapore

In 1983, the Institute of Education in Singapore started a nine-year longitudinal project funded by the Bernard van Leer Foundation in Holland to study the cognitive and social development of pre-school children in Singapore. Each phase of the project was to last 3 years. Phase One (July 1983 through June 1986) concentrated on the collection of baseline data from which possible subsequent intervention strategies would be recommended. Phase Two (July 1986 through June 1989) focuses on center-based intervention strategies. Phase Three (July 1989 through June 1992) proposes to work on the involvement of parents in center activities. Between 1983 and 1986, four data collections were carried out on a sample of pupils aged 3.5 to 6 years from 40 local preschool centers. The chosen subjects were tested on a range of language, mathematics, cognitive and social tasks. Children attending private kindergartens were generally found to score better on most tasks, especially on the English Language Tasks. On most cognitive and mathematical tasks, the gap narrowed for the older students, although this change was not demonstrated on the English Language Tasks. The results suggest that there is a strong case for intervention in English at the pre-school level for Phase Two. (RJC)

ED 301 312 PS 017 567
Leonard, Rosemary
Exploring the Roles of Requests, Refusals and Reasons in Preschoolers' Negotiations.
Pub Date—Aug 88
Note—19p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 26-28, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Differences, *Communication Skills, Foreign Countries, *Performance Factors, *Preschool Children, Prosocial Behavior, Puppetry, *Sex Differences
Identifiers—Australia, Negotiation Processes, *Refusals, *Requests

Preschoolers' negotiations were studied for the purposes of linking two lines of research previously treated separately and extending the analysis of children's negotiations beyond the first move. A total of 24 boys and girls between 3.5 and 5.5 years of age were individually required to provide both requests and refusals in a controlled context. The context provided was a negotiation session in which an aunt puppet and a child puppet (same sex as the subject) were having a disagreement and the child puppet would ask for the subject's help. Involved were four episodes that varied in two dimensions: (1) the Aunt Jenny puppet, who gave reasons, versus the Aunt Margaret puppet, who did not; and (2) suggestions for requests of the aunts versus suggestions for refusing the aunts. Children were given the opportunity to provide second and subsequent suggestions when their first request or refusal was not successful. Main questions of interest were: (1) Do differences exist between requests and refusals? (2) What are the effects of the use of reasons by the adult party? (3) Are changes made from subject's first to subsequent responses? (4) Are there sex differences in negotiating behaviour? (5) Are there age progressions? Findings suggested an overall picture in which younger subjects did not differentiate greatly between requests and refusals whether or not the adult party provided a reason. Older children tended to use two types of requests and could increase politeness. (RH)

ED 301 313 PS 017 585
Lounsbury, John H. Johnston, J. Howard
Life in the Three Sixth Grades.
National Association of Secondary School Principals, Reston, Va.
Report No.—ISBN-0-88210-212-5
Pub Date—88
Note—143p.
Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($9.00).
Pub Type— Reports - Research (143) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Comparative Analysis, *Educational Experience, *Elementary School Students, *Grade 6, *Instructional Program Divisions, Intermediate Grades, Profiles
Identifiers—*Program Characteristics, *Shadow Studies

In its six chapters, this report assesses the status of the sixth grade. The shadow study technique was employed to address three specific questions: (1) What is a sixth grader's day in school really like? (2) In what ways do the programs provided for sixth graders differ, depending on where the grade is located in the school system? and (3) How does knowledge of the nature and needs of sixth graders match up with the program actually provided? A total of 132 observers in 45 states shadowed randomly selected sixth graders during an entire school day. Sixth grades studied were initial, middle, or terminal grades. After an introduction to the study in chapter 1, chapter 2 provides a description of sixth graders. Chapter 3 summarizes students' perceptions and presents the study's findings as they grew out of the analysts' reports and the authors' readings of the studies. Chapter 4 compares the three types of sixth grade and addresses the issue of organizational effects on programs. Findings derived from a full analysis of the checklist data are presented, as are selected demographic data. Chapter 5 presents seven complete shadow studies and supplementary reactions of observers. Conclusions and recommendations make up chapter 6. In appendices, related research is cited, methodology is described, and listings of observers, schools, and analysts are provided. (RH)

ED 301 314 PS 017 588
Young Children in Crisis: Today's Problems and Tomorrow's Promises. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, Second Session (Los Angeles, CA, April 15, 1988). [With Summary.]
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
Pub Date—88
Note—349p.; Some pages contain small print.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-07006498-6, $10.00).
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—*Child Abuse, *Child Welfare, *Crisis Intervention, *Family Health, Foster Care, Foster Children, Hearings, Prevention, *Public Policy, *Social Services, Socioeconomic Influences
Identifiers—Congress 100th, Prenatal Care

This field hearing included the following issues: (1) the crises facing young children and families; and (2) effective prevention and intervention programs in Los Angeles County. This report of the hearing includes 17 statements and 24 prepared statements, letters, or supplemental materials. Testimony focused on: (1) trends regarding the health of California's children and pregnant women, and services the state offers them; (2) costs and health problems presented by the increasing numbers of pregnant women who receive no prenatal care and of infants exposed to drug use; (3) outcomes of the Newborn Follow-up Project; (4) status of foster care and foster children; (5) problems facing social services that work with families; (6) effectiveness of the Child Welfare and Adoption Assistance Act; (7) emergency shelter for homeless families; (8) the Fragile Infant Special Care Program; (9) the Chil-

dren's Bureau of Los Angeles Family Connection Project; and (10) early intervention services for infants and families in Los Angeles County. (RJC)

ED 301 315 PS 017 590
Mainini, Charles S. Lindauer, Shelley L. Knudsen
A Handbook for Prospective Child Care Providers on How To Establish a Center and Maintain High Standards of Quality.
Utah State Univ., Logan. Dept. of Family and Human Development.
Pub Date—88
Note—107p.
Pub Type— Guides - Non-Classroom (055) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Child Caregivers, *Day Care, Early Childhood Education, Educational Improvement, *Educational Philosophy, *Educational Quality, Guidelines, *Outcomes of Education, Personnel Management, *Planning, *Program Implementation, Questionnaires, Surveys
This handbook serves as a guide for novice day care administrators and owners who want to establish a center, and for experienced providers who want to improve the quality of their programs. Information in the handbook was obtained through a survey of accredited centers. The three sections of the guide focus on child care in the 1980s, establishment of a child care center, and quality in the child care setting. Five chapters in section one provide an introduction, followed by discussions of effects of substitute child care, components of a high quality center, the project to obtain information from 24 centers in western states that were accredited by the National Academy of Early Childhood Programs, and the project methodology. Three chapters in section two focus on preliminary decisions, educational philosophy, and staffing concerns. The single chapter in section three deals with improving the quality of programing. A total of 14 pages of references and bibliographic citations are provided, along with appended related materials, including the questionnaire that was used to gather information for the project. (RH)

ED 301 316 PS 017 591
Child Abuse and Neglect Statistics: Annual Report-Fiscal Year 1986.
Illinois State Dept. of Children and Family Services, Springfield.
Pub Date—86
Note—33p.; For 1985 Annual Report, see ED 272 300. For 1987 Annual Report, see ED 299 038.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Abuse, *Child Neglect, *Criminals, Death, Delivery Systems, Demography, Human Services, *Incidence, *Investigations, *Sexual Abuse, State Programs
Identifiers—Child Abuse Hotlines, Child Abuse Registries, *Illinois
Data on child abuse and neglect in Illinois during fiscal year 1986 are collected in this report. Statistical highlights indicate that in 1986 a total of 70,422 Illinois children were reported as victims of child abuse or neglect: a rate of 21.7 alleged victims per 1,000 children. Credible evidence indicated that 33,959 children were abused or neglected: a rate of 10.5 victims per 1,000 children. Credible evidence of abuse or neglect was found for 48.2 percent of all reported victims. Of all actual victims, 75 percent were abused or neglected by natural parents. More than two-thirds of all children involved in reported cases were 9 years of age or younger. A record 181,548 calls were received at the State Central Register child abuse hotline. Of all reports received, 60 percent were made by persons required by law to report. The number of children taken into protective custody was 5,956, which was a 7.1 percent decrease over fiscal year 1985. There was a 48 percent increase in substantiated child fatality reports. The report also covers: (1) the use of the State Central Register; (2) results of investigations in terms of status of reports, fatalities, sexual abuse reports, perpetrators, and service delivery; (3) program goals for 1987; and (4) preventive programs. (RH)

ED 301 317 PS 017 598
Wittenberg, Sandra K.
Youth-at-Risk: Who Are They, Why Are They Leaving, and What Can We Do?
Pub Date—Jan 88
Note—37p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Dropout Characteristics, *Dropout Programs, *Dropouts, *Etiology, *High Risk Students, High School Students, Literature Reviews, Program Effectiveness, Secondary Education, *Student Characteristics
Identifiers—*Program Characteristics
This paper on at-risk students in high schools examines and summarizes the literature on characteristics of youth-at-risk, factors causing at-risk students to drop out, and effective methods for keeping at-risk students in school. Those students who are most at-risk have the following characteristics: poor academic record; low parental education level; dislike for school; little or no participation in extra-curricular activities; discipline problems; disrupted home life; low socioeconomic status; age of 16 or 17 years in grades 9 through 11; poor self-concept; inadequate goals; low aspirations; and poor reading ability. Literature related to each of these characteristics is summarily reviewed. Also discussed are reasons why at-risk teens drop out of school. These include academic failure; marriage, marriage plans, or pregnancy; dislike or lack of interest in school; discipline problems; and inability to get along with teachers or peers. The concluding section discusses 10 characteristics of successful drop-out intervention programs. These include systematic identification of at-risk youth, appropriate program organization, proper staff selection, team approach, unique or specific focus to the educational process, careful student selection, respected institutional role, administrator flexibility, community involvement, and substance abuse awareness. (RH)

ED 301 318 PS 017 605
Pfannenstiel, Annette E. M. Honig, Alice S.
Effects of a Prenatal 'Information and Insights about Infants' Program on the Knowledge Base of First-Time-Low-Education Fathers One Month Postnatally.
Pub Date—88
Note—41p.; Paper presented at the Conference on Faith Development (Kanuga, NC, December 1987), and at the Annual Meeting of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Development, Father Attitudes, *Fathers, *Information Services, *Knowledge Level, Low Income Groups, Parent Background, *Parent Child Relationship, *Parent Education, Social Support Groups
Identifiers—*Infant Care
A study is presented of 67 first-time, low-income fathers' perceptions of their knowledge of the development and care of infants. Pregnant women from a low-risk and a high-risk pregnancy clinic helped to recruit their male partners into a prenatal program. The men were randomly assigned either to a control or experimental group. Interviews and measures provided data on family background, father attitudes toward infants, father perception of infants, father knowledge of when certain infant behaviors could be expected to occur, couple dyadic adjustment, father social support, and father self-image. The experimental group received two 1.5 hour sessions which provided information about the behavioral capacities of the unborn or newborn, and of infants in their first months. Fathers were videotaped postnatally with their infants during a feeding interaction. Scores of the experimental group on posttests of their knowledge of infants were significantly higher than those of the comparison group. A list of 52 references is included. (RJC)

ED 301 319 PS 017 618
Gottfredson, Gary D.
American Education-American Delinquency. Report No. 23.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Grant—OERI-G-86-90006
Note—70p.; Reprinted with permission from "Today's Delinquent," Volume 6, 1987.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adolescents, *Delinquency, Educational Improvement, Elementary Secondary Education, Guidelines, High Risk Persons, *Intervention, *Learning, Preschool Education, *Prevention, Risk, *School Role
This paper describes what is known about delinquent behavior and the risk factors associated with engaging in delinquent behavior. Discussion focuses particularly on: (1) delinquent behavior and adolescent problem behavior; (2) high risk persons; (3) the role of learning in restraint against delinquency; (4) loci of intervention, including families, the justice system, and schools; (5) benefits and problems associated with preschool, elementary, middle, and secondary school intervention programs and school improvement programs; (6) guidelines for practice; and (7) opportunities to improve American education. Evaluations of approaches to delinquency prevention are reviewed, promising approaches are identified, and suggestions are made for applying early and continuing long-term educational and behavioral management programs to reduce delinquency. It is argued that approaches to reduce delinquent behavior should center on what young people learn, and that the school is the most promising locale for taking steps to reduce delinquent behavior. Over 100 references are listed. (RH)

ED 301 320 PS 017 619
Braddock, Jomills H., II And Others
School Organization in the Middle Grades: National Variations and Effects. Report No. 24.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Grant—OERI-G-86-90006
Note—37p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Practices, Elementary Education, *Grouping (Instructional Purposes), *Junior High Schools, *Middle Schools, *Scheduling, *School Organization, *School Personnel, Statistics
Identifiers—National Assessment of Educational Progress, *Staffing Patterns
This report examines the staffing, scheduling, and grouping practices of schools with a seventh grade, and investigates how those practices affect the academic and social development of students. Discussion focuses particularly on theories and previous research on middle grade school organization, national statistics on school organization in the middle grades, progress in improving school organization and instructional practice, and future issues. The data are derived from the principal and teacher surveys in the 1985-1986 National Assessment of Educational Progress (NAEP), which covered a representative national sample of reading, mathematics, and science teachers of seventh-grade students from schools in all regions and types of communities in the United States. The report finds that seventh-graders in middle schools with sixth, seventh, and eighth grades, in comparison to seventh-graders in junior high schools with seventh, eighth, and ninth grades, are somewhat more exposed to organizational structures and teaching practices that are in theory more appropriate for higher-order learning and social development. Approximately 70 references are listed. (RH)

ED 301 321 PS 017 620
McPartland, James M. Wu, Shi-Chang
Instructional Practices in the Middle Grades: National Variations and Effects. Report No. 25.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Grant—OERI-G-86-90006
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Calculators, Difficulty Level, *Educational Practices, Grade 7, *Instructional Effectiveness, Junior High Schools, *Mathematics Instruction, Science Experiments, *Science Instruction, *Teacher Education
Identifiers—National Assessment of Educational Progress
This report examines the most recent middle school data from the National Assessment of Educational Progress (NAEP) to investigate how selected dimensions of instructional practice are related to higher-order learning of middle-grade stu-

dents. In particular, the paper: (1) outlines the theoretical basis for prescribing middle level instructional practice; (2) conducts multiple regression analyses to investigate how different instructional practices affect student learning; and (3) finds small effects on student higher-order learning for experiments in science, but no effects for hand-held calculator use in mathematics. Concluding discussion focuses on two issues: whether greater higher-order learning can be achieved without sacrificing some of the other content now covered in the middle grade curriculum; and whether a mass education system such as the nation's middle grade schools can actually develop the staff expertise and implement the activities needed to greatly upgrade the learning environment for higher-order skills. Appended are descriptions of skills covered by NAEP document exercises in mathematics and science subtests. Approximately 70 references and readings are listed. (RH)

ED 301 322 PS 017 621
Epstein, Joyce L.
Homework Practices, Achievements, and Behaviors of Elementary School Students. Report No. 26.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Grant—OERI-G-86-90006
Note—25p.; For 1983 working paper, see ED 250 351.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Educational Practices, Elementary Education, *Elementary School Students, Family Characteristics, *Homework, Parent Attitudes, *Parent Participation, Student Attitudes, *Student Behavior, Teacher Attitudes, *Time Factors (Learning)

Data from 82 teachers and 1,021 parents and students in their classrooms were used to explore the correlates of homework activities and the effects of homework on elementary school students' achievements and behaviors in school. Six groups of variables that concern homework were examined: homework time; homework appropriateness; student attitudes; teacher practices regarding parent involvement in learning activities at home; parent abilities and resources; and other student and family background variables. Although findings seemed to be counterintuitive, they indicated that at the elementary school level, low achievement in reading and mathematics, in comparison with high achievement, is associated with more time spent doing homework, more minutes of parent help, and more frequent requests from teachers for parent involvement. Thus the findings serve as a good example of the inadequacy of correlations to address questions of effects on students. Questions are raised about ways in which elementary school homework can be designed, with parents' help, to prepare students for the skills needed in the upper grades. (RH)

ED 301 323 PS 017 622
Epstein, Joyce L. Pinkow, Linda
A Model for Research on Homework Based on U.S. and International Studies. Report No. 27.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Grant—OERI-G-86-90006
Note—21p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Education, *Homework, Individual Development, *Middle Schools, *Models, *Research Needs, Student Behavior, Teacher Behavior

This paper presents a conceptual model for guiding research on homework. Based on elements derived from a review of 26 recent U.S. and international empirical studies of homework, the model emphasizes the need to consider many variables in order to reach an understanding of the design and conduct of homework assignments, homework completion, and the effects of the two activities on student learning and development. Specific independent variables included in the model concern student and family background, teacher background, school organization and policy, classroom organization and classwork, and core independent variables of homework assignments by teacher, homework completion by students, and homework return and follow-up. Dependent variables concern effects on student learning and development, and effects on teaching practice. Each variable is particularized in detail. The model is offered as a complete, realistic theoretical model that can be tested as a measurement model in new research. Variables, or subsets of variables, can be tested with cross-sectional or longitudinal data, in recursive or nonrecursive designs and analyses, and using qualitative or quantitative data to address new and needed questions about homework assignments, completion, and impact. Approximately 50 references are listed. (RH)

ED 301 324 PS 017 623
Entwisle, Doris R. And Others
A Social Psychological Model of the Schooling Process over First Grade. Report No. 28.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Grant—OERI-G-86-90006
Note—46p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, *Adjustment (to Environment), *Cognitive Development, *Elementary School Students, Expectation, Grade 1, Peer Influence, Personality, Primary Education, *Racial Differences, Stress Variables

This paper examines the process of educational achievement for a birth cohort of Baltimore children who were followed prospectively during their first grade year. The analysis, which employed a social-psychological model of the early schooling process, identified some of the personal, interpersonal, and situational factors that influence cognitive development during the period of transition from home child to school child. Gains on standardized tests of verbal and mathematical competence were the achievement criteria used. Black children's lower initial report card marks and slower pace of cognitive growth indicated that they experienced more transition shock making the move into full-time schooling than did white children. The processes that determined the achievement of the two groups were also different. Personality and temperament variables turned out to be very important for early schooling, and evidence was also found for the efficacy of parents as significant others. Self-expectations had effects only on verbal test performance, and there was no indication of peer influence during the settling-in period. Implications of these findings for models of development and for understanding the social psychological basis of achievement are discussed. (Author/RH)

ED 301 325 PS 017 624
Gottfredson, Gary D.
You Get What You Measure, You Get What You Don't: Higher Standards, Higher Test Scores, More Retention in Grade. Report No. 29.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Grant—OERI-G-86-90006
Note—29p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Standards, Educational Change, *Educational Improvement, Educational Practices, *Educational Testing, Elementary Secondary Education, *Grade Repetition, *Incidence, School Districts, *Standardized Tests, State Programs, Student Promotion

This study examined one urbanized Southeastern county school district's experience in attempting to implement an educational reform program that called, among other things, for higher standards. By focusing on standardized norm-based and criterion-referenced educational tests administered to students according to grade level, this school system had: (1) been misled about the magnitude of educational improvements produced by its emphasis on high standards; (2) increased grade retention; and therefore (3) plausibly increased the risk of the school dropout and other varieties of adolescent problem behavior among the community's youths. Retention was especially extensive in grades 9 (33 percent, two-thirds of students promoted), 1 (25 percent), 10 (23 percent), and 7 (22 percent). The percentage of students still in school who were of ninth-grade age who were actually in ninth grade or a higher grade was only 47. Because grade retention is a very potent predictor of dropout, high rates of dropout are to be expected in this district when students age beyond the compulsory school attendance age. The study also shows that precisely what one measures when holding educational institutions to high standards may determine what the institutions produce, and that what one leaves unmeasured may open the door for undesired outcomes of a reform until these outcomes become painfully obvious. (RH)

ED 301 326 PS 017 625
Johnson, Jessie
Adaptation of Curriculum, Instructional Methods, and Materials Component: Instructional Aide Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
Pub Date—Jul 88
Note—53p.; For 1986 report, see ED 285 943. For 1987 report, see ED 288 180.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Elementary School Students, Grade 1, *Kindergarten Children, *Language Skills, Oral Language, Primary Education, *Program Effectiveness, Reading Skills, *Student Improvement, *Teacher Aides, Written Language
Identifiers—*Columbus Public Schools OH

Funded through the Ohio Disadvantaged Pupil Program Fund, the Columbus Public Schools' Instructional Aide (IA) Program served 276 kindergarten children and 1,780 first-grade students during the 1987-88 school year. The goal of the IA program was to provide an educational support program for underachieving pupils. Instructional aides were trained to provide direct instructional service to selected pupils in the classroom. The program, which was implemented in 57 buildings and involved the equivalent of 137 aides serving 197 teachers, emphasized activities which would increase oral language, written language, and reading skills. Program evaluation efforts involved the administration of sub-tests of the Comprehensive Tests of Basic Skills to kindergarten children and first-grade students, and the use of locally constructed surveys of staff and reading assessments of students. The attendance criterion of 97 days was met by 156 kindergarten children and 1,118 first-graders; of these, 991 pupils received pre- and posttest administrations of the achievement test. Most program objectives were attained, and even when they were not, evidence of program success was found. The continuation of the IA program was recommended. Survey forms and assessment instruments are appended. (RH)

ED 301 327 PS 017 626
Johnson, Jessie
Language Development Component: All Day Kindergarten Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
Pub Date—Jul 88
Note—27p.; For 1986-87 report, see ED 288 179.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Beginning Reading, *Extended School Day, *High Risk Students, *Kindergarten Children, *Language Acquisition, Low Achievement, Primary Education, Program Evaluation
Identifiers—*Columbus Public Schools OH, Education Consolidation Improvement Act Chapter 1, *Full Day Programs, Kindergarten Extended Day Program

An evaluation was made of the language development component of Columbus, Ohio's All Day Kindergarten Program (ADKP). The ADKP was instituted in Columbus' public schools in January, 1972, to provide a full day of instruction for underachieving kindergarten pupils. The overall goal of the program was to prepare pupils for first grade by providing an extra half day of instruction to pupils needing additional help and attention. In the 1987-1988 school year, 18 teachers served in 18 Chapter 1 eligible elementary schools. Each provided daily instruction for two groups of 15 pupils. For evaluation purposes, the ADKP provided 123 days of instruction. Pupils included in the final pretest-posttest analysis attended at least 98 of those days. Data were collected in five areas: (1) pupil census; (2) standardized achievement test scores;

(3) teacher census; (4) parent involvement data; and (5) inservice evaluation. The overall normal curve equivalent (NCE) gain for the program averaged 20.3 NCE points for the 6-month treatment or 3.4 NCE points for each month of treatment. Based on the evaluation results, it was strongly recommended that the ADKP be continued in the 1988-1989 school year. Results are discussed and specific steps for improving program effectiveness are described. Pupil and teacher census forms, parent involvement survey forms, and general and orientation inservice evaluation forms are appended. (RH)

ED 301 328 PS 017 630
Eddowes, E. Anne Osborne, Catherine
A 'Philosophy of Teaching Scale' for Use with Elementary School Teachers.
Pub Date—88
Note—7p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Classroom Techniques, *Educational Philosophy, Elementary Education, *Elementary School Teachers, Evaluation Criteria, Evaluation Methods, *Rating Scales, *Teaching Styles

This guide discusses the Philosophy of Teaching Scale (POTS) which was developed to define the physical setting of participants' classrooms, and participants' orientation on six philosophical dimensions. The six dimensions are: (1) learning environment and experiences; (2) curriculum; (3) grouping; (4) instructional style; (5) discipline; and (6) evaluation. The POTS has also been used to determine elementary school teachers' perceptions of the ways in which they work with students in their classrooms. The POTS has a potential range of one to five, with one reflecting the most structured orientation and five the least structured. The selection of item content is described. An example of the POTS is included. (RJC)

ED 301 329 PS 017 639
Sword, Jeane, Ed.
Developing Social Competencies of Children in a Changing World. Proceedings of the Annual Conference on Early Childhood Education (7th, Duluth, Minnesota, September 25-26, 1987).
Minnesota Univ., Duluth. Dept. of Child and Family Development.
Pub Date—Sep 87
Note—29p.
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Alcoholism, *Art Education, *Day Care, Early Childhood Education, Family Problems, *Interpersonal Competence, Kindergarten Children, Music Education, *Outcomes of Education, School Schedules
Identifiers—*Discipline Based Art Education

Sponsored by the Advisory Council of the University of Minnesota, Duluth, the proceedings include the keynote address on the effects of day care on young children and associated guidelines for practice. Four sectional presentations provide discussions of discipline-based art education for early childhood, all-day programs for creative learning in kindergarten, ways to foster the musical learnings and expression of young children, and social competencies of children in alcoholic families. (RH)

ED 301 330 PS 017 647
Zesco, Pauline Dawey Corr, Marcia
Group Time Techniques: Implications for Learning.
Pub Date—88
Note—13p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Elementary School Students, *Grouping (Instructional Purposes), Guidelines, *Preschool Children, *Teacher Role, Teaching Methods

Functions of group time in early childhood programs are discussed and steps to leading a successful group time are described. Group time gathers children at transition time, stimulates thinking and introduces concepts, develops listening skills, fosters social development, nurtures emotional growth, and develops a sense of community and a joy of living. Steps to leading group time successfully include: (1) achieve children's attention; (2) define spaces within the group; (3) vary the pace and kind of activities; and (4) provide closure. Concluding remarks suggest that use of effective group time strategies may provide one of the most stimulating and diverse teaching systems for adults working with young children. (RH)

ED 301 331 PS 017 648
Blakemore, Judith E. Owen
Gender Differences in Children's Nurturant Interactions with Their Infant Siblings.
Pub Date—Aug 88
Note—33p.; Paper presented at the Annual Meeting of the American Psychological Association (Atlanta, GA, August 12-16, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Antisocial Behavior, *Infants, *Mothers, Parent Child Relationship, Parent Influence, Prosocial Behavior, *Sex Differences, Sex Role, *Socialization, *Young Children
Identifiers—*Nurturance, *Sibling Care

The research focused on the exploration of gender differences in interaction with infant siblings in the home and the maternal socialization of baby care in girls as opposed to boys. Observations were made of 20 families, each with 2 parents, an infant under the age of 12 months, and an older child between the ages of 46 and 102 months. Five families were selected from each of the four possible sibling pairings (e.g., older sister-younger brother, etc.). The mother, older child, and infant of each family were observed four times at approximately monthly intervals, although only data from the last three observations were reported. The behavior observed in the children was divided into three categories: direct prosocial interactions, indirect prosocial behaviors, and antisocial interactions. Doll play or pretend play was also observed. The maternal behaviors observed were divided into direct maternal socialization of baby care or nurturant behaviors, mothers talking to the child about the baby, and gender relevant statements. The results indicated that girls demonstrated more nurturant interaction with and interest in their baby siblings than did boys. However, the observations indicated that mothers were rarely directly socializing baby care in their children, and there was no indication that daughters were socialized more than sons. The study includes a list of 38 references. (RJC)

ED 301 332 PS 017 650
Johnson, Helen W. Ginger
Using Children's Literature To Motivate Teen Parents To Read to Their Children.
Pub Date—Oct 88
Note—16p.; Paper presented at the Family Resource Coalition Conference (Chicago, IL, October 6-9, 1988). Funding for this project was made possible by a grant from the Hasbro Children's Foundation.
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Activities, *Childrens Literature, Course Content, *Creative Writing, Cultural Activities, *Early Parenthood, *English Curriculum, Literature Reviews, Parent Child Relationship, *Parent Education, Picture Books, *Reading Aloud to Others, Reading Materials, Young Children

This guide describes the curriculum for the Children's Literature Course at the New Futures School, a high school for pregnant and parenting teens. In addition to teaching the students about good literature which is written for children, one of the main objectives of the course is to convince teen parents of the importance of reading aloud to their children. Each week students read 10 children's books and write a critical review for each book. They also read children's magazines and report on different magazine features. Reviews of magazine articles written about reading aloud to children are discussed in class. Teen parents learn to do crafts with young children and take field trips of interest to young children. At the beginning of each semester, a self-awareness exercise is shared with class members; for example, a student might assemble a personality quilt square, a collage, or a coat-of-arms. Students create two children's books during the semester by following course guidelines for creating picture books, zip-lock baggy books, cloth or texture books, or peek-a-boo books. Book-making guidelines and instructions for some crafts are provided in the report, as is a brief comparison of the cooking process and the writing process. (RJC)

ED 301 333 PS 017 654
Honig, Alice Sterling
Talk, Read, John, Make Friends: Language Power for Children.
Pub Date—Nov 88
Note—9p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
Pub Type— Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Caregivers, *Communication Skills, Guidelines, *Language Acquisition, *Preschool Children, Preschool Education, *Teacher Role, *Teaching Methods

Offered are 20 tips that caregivers can use to help young children discover the pleasures and powers of language. Tips include: tie words to actions; use language that matches the child's stage of development; use specific encouragement; help children think in sequences; teach time and space words, as well as polar opposites and relational terms; use open-ended questions; activate children's listening skills; keep talk and attitudes toward language positive, and use humor; describe and label; help children see the relationship between written and oral language; help children create stories; engage children in dramatic play games; discuss feelings with children; help children reason and use cause and effect words; use incongruity and make obvious mistakes to encourage children to explain; read to children in groups and individually; use music, chants, rhythms, and finger plays; and listen to children while encouraging them to communicate verbally. Caregivers are reminded that children need communicative adults in order to develop rich and complex communication skills. (RH)

ED 301 334 PS 017 655
Botting, Karen
The Early Years: A Parent's Companion.
Manitoba Dept. of Education, Winnipeg.
Report No.—ISBN-0-7711-0595-9
Pub Date—[86]
Note—40p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Experience, Educational Resources, *Elementary School Students, Foreign Countries, *Home Study, *Individual Development, Parent Role, *Parent Teacher Cooperation, Primary Education
Identifiers—*Manitoba

The purpose of this handbook for Manitoba's parents is to encourage the sharing of ideas between school and home when children are in kindergarten through fourth grade. Topics addressed include: (1) ways in which children develop socially, emotionally, physically, intellectually, and creatively, and the importance of play in development; (2) aspects of the child's day at school, particularly language arts, mathematics, social studies, science, health, physical education, creative arts, computer education, integrated learning activities, learning centers, field trips, and immersion and heritage language programs; (3) things that children can do at home that will help them acquire language and mathematics skills, find self-expression in drama and music, watch television intelligently, and be safe; (4) answers for questions about child's education that parents frequently ask; and (5) general, print, audio, and environmental resources available to parents in Manitoba. (RH)

ED 301 335 PS 017 661
Mohay, Heather And Others
School Achievements, Behavioural Adjustments and Health at Nine Years of Age in a Population of Infants Who Were Born Preterm or Required Prolonged Mechanical Ventilation.
Pub Date—Aug 88
Note—16p.; Paper presented at the Australian Developmental Conference (5th, Sydney, Australia, August 25-28, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Disabilities, Elementary Education, *Elementary School Students, Followup Studies, Foreign Countries, *Health, High Risk Students, *Premature Infants, *Student Adjustment
Identifiers—*Australia (Queensland)

The prevalence of subtle handicapping conditions, such as learning disabilities, behavior problems, and recurrent illness, in a population of 88 high-risk in-

fants was investigated when the children reached 9 years of age. Infants had had birthweights of less than 1500 grams or had required prolonged mechanical ventilation in the neonatal period. When the children had their ninth birthday, the Rutter Behaviour Questionnaire (RBQ), Rutter Child Health Form, and a School Achievement Questionnaire (SAQ) were sent to parents by post. With parental permission, the RBQ and the SAQ were sent to each child's teacher. Parents of 88 children, and 70 teachers, responded to the survey. Data were descriptive and represented preliminary findings. In general, the children were found to be in good health, although an increased risk of asthma was evident. Health was generally good, but a high percentage of children were either experiencing learning difficulties or exhibiting behavior problems. Thus the medical problems of infancy appeared to have been replaced with educational and behavioral problems in the school years. It is concluded that the perinatal, developmental, and social antecedents of these problems require further investigation. (RH)

ED 301 336 PS 017 662
Petersen, Evelyn
Reaching Today's Families through the Media: What Programs Need To Know.
Pub Date—Oct 88
Note—15p.; Paper presented at the Family Resource Coalition National Conference (Chicago, IL, October 6-9, 1988).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiotape Cassettes, *Audiovisual Communications, Communication (Thought Transfer), Early Childhood Education, Guidelines, Newsletters, *News Media, Newspapers, *Nonprint Media, *Production Techniques, *Publicity, Radio, Teacher Attitudes, *Television, Videotape Recordings
In order to work effectively with the media, early childhood educators need to be able to view their public relations needs from the media person's perspective, and to prepare or package their service as a product in a way that is familiar to media people. This address offers suggestions concerning appropriate attitudes towards publicity, communicating consistently with all sectors linked to the educator's service, and ways of working with news media. Media comments focus on newspapers, newsletters, guest appearances on radio and television, public services announcements, and audio or video spots or cassettes. Concluding remarks describe ways in which a public relations message can be designed to meet the needs of television stations, address community interests, and intervene in community problems. (RH)

ED 301 337 PS 017 663
Hirst, Cynthe C. And Others
Evaluating Motor Performance of Preschool-Aged Children.
Pub Date—[86]
Note—23p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Guidelines, Individualized Education Programs, Physical Education, *Preschool Children, Preschool Education, *Psychomotor Skills, Sex Differences, *Test Construction, Testing, *Test Validity
The purpose of this project was to develop a motor performance test for preschool children that would be economical to administer, valid, and reliable. Four test items-standing long jump, hopping within an 18-inch square, balancing on one foot, and a timed gross agility task, were selected from published tests to assess children's strength, agility, and dynamic and static balance. The derived test was administered to 65 preschool-aged children between 40 and 62 months of age. Scores were correlated with coded scores of filmed observation of gross motor performance. Motor items filmed and observed were walking, running, stopping, jumping, and hopping. Consistent significant correlations of the motor performance test with the observed motor performance indicated that the instrument is generally a valid measure of the motor performance of preschool-aged boys and girls. However, the correlation between the test and observations for younger females was not significant. Therefore, it is concluded that the motor performance test can be used to assess older preschool children and male children as young as 40 months of age and to guide the development of children's motor activity programs. Included in the text are recommended practice activities for children's individual physical education programs. (RH)

ED 301 338 PS 017 666
Delcoco, Joan And Others
Who Will Mind the Babies? A Public Policy Paper. Second Edition.
National Center for Clinical Infant Programs, Washington, DC.
Spons Agency—Johnson & Johnson Baby Products Co., Skillman, NJ.
Pub Date—88
Note—27p.; For the 1984 edition, see ED 251 172.
Available from—National Center for Clinical Infant Programs, 733 15th Street, N.W., Suite 912, Washington, DC 20005 ($2.00; postage included).
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Child Caregivers, *Day Care, Early Childhood Education, *Educational Finance, Educational Research, *Infants, *Public Policy, *Toddlers
Identifiers—*Infant Care
This restatement of policy, which updates a 1984 edition, offers a framework for thinking about issues in child care for infants and toddlers. The statement discusses: (1) the particular needs of infants and toddlers; (2) public policies supporting parents who remain at home to care for infants and toddlers; (3) professional recognition and training for caregivers; (4) the financing of adequate child care; and (5) policy-relevant research issues in caring for very young children. This edition shifts forward the first edition's time line of cited statistics and estimated trends, reflects increased policy options for assisting parents, expands the list of basic qualifications of caregivers, provides additional information about day care regulation and monitoring, and discusses the financing of infant and toddler care in terms of questions that concerned individuals should pose when considering day care proposals. (RH)

ED 301 339 PS 017 667
Rolfe, Sharne A. Lloyd-Smith, Janice I.
The Effects of Infant Day Care: How Mothers Feel about Separation from Their Young Infants.
Pub Date—Aug 88
Note—15p.; Filmed from best available copy. Paper presented at the Australian Developmental Conference (Sydney, Australia, August 26-28, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Early Childhood Education, *Emotional Experience, Employed Women, Foreign Countries, *Infants, *Mothers, *Parent Attitudes, Parent School Relationship, Personality, Separation Anxiety
Identifiers—Australia, *Guilt, *Infant Care, Sadness
A study was made of how Australian mothers feel about having their children in day care, with particular emphasis on mothers' feelings about separation from their children. A total of 10 mothers and 1 father participated in the pilot study. All but 1 parent had a child in day care at least 3 days per week. The children, who were between 4 and 22 months of age, began attending day care prior to their eighth month. Data were gathered using a structured interview consisting of 23 questions and 2 questionnaires: the Maternal Separation Anxiety Scale and the Revised Infant Temperament Questionnaire. Interviews were conducted in the family home by an interviewer who was unaware of the expected outcomes of the study. Pilot results suggest that Australian women experience day care for their infants as a loss, and hence show a grief reaction which needs to be expressed so that it can move toward resolution. The conflict about infant day care may be most acute for Australian mothers who do not have a financial motivation to return to work, or at least do not perceive economic factors as primary reasons for their return to work. It is concluded that these findings have policy implications for maternity leave, work-place day care services, and day care practice in general. (RH)

ED 301 340 PS 017 668
Rolfe, Sharne A. Lloyd-Smith, Janice I.
Bimodal Perception of Color and Temperature in Six-Month-Old Infants.
Pub Date—Aug 88
Note—23p.; Paper presented at the Australian Developmental Conference (Sydney, Australia, August 26-28, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Ability, Cognitive Processes, *Color, Foreign Countries, *Infants, *Perception, *Temperature
Identifiers—*Australia, *Bimodal Theory
Two experiments were conducted to explore infant responsiveness to color and temperature novelty under bimodal conditions. In experiment 1, a total of 48 infants of 26-31 weeks were familiarized with a warm-red, warm-blue, cool-red, or cool-blue object, and assigned to one of three experimental groups. Each group was stimulated by a novel test object that differed from others in visual qualities, tactual qualities, or visual and tactual qualities. Findings were inconclusive in regard to whether infants processed information about colors and temperatures of objects they explored. Experiment 2 explored ways in which infants responded when presented with an object that was a novel compound of previously experienced colors and temperature. A total of 18 children between 27 and 30 weeks of age participated in a procedure in which each infant received two familiarization trials with an object of a different color and temperature in each trial. In two test trials, experimental subjects were first exposed to a novel compound of stimulus characteristics presented during familiarization and then to a representation of a familiarization object. For control subjects, the order was reversed. No evidence was found for infant memory of visually and haptically specific object features following bimodal exploration. (RH)

ED 301 341 PS 017 669
Child Care: Availability for Civilian Dependents at Selected DOD Installations. Report to the Honorable Vic Fazio, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/HRD-88-115
Pub Date—Sep 88
Note—28p.
Available from—U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (First five copies are free; additional copies are $2.00 each; 25% discount on orders for 100 or more copies).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Day Care, Delivery Systems, Early Childhood Education, *Federal Programs, *Government Employees, *Military Organizations, *Personnel Needs, Social Services, Surveys
Identifiers—*Federal Employees
The General Accounting Office (GAO) reviewed the need for child care facilities for civilian employees at seven Department of Defense installations. The GAO was charged with: (1) determining the current availability of work-site child care services for civilian employees at the installations; and (2) surveying employees at McClellan Air Force Base and Fort Sam Houston to determine how many would be likely to use an on-base child care center. In response to the first charge, interviews were held with officials of the Department of Defense, the military installations, and employee unions. In response to the second charge, McClellan and Fort Sam Houston civilian work forces were surveyed. The GAO also interviewed local and national child care experts and operators of work-site day care centers, and reviewed research on child care issues. The review found that little information had been developed on the issues. Civilian employees' access to child care services at the seven installations varied. Six of the installations had child care centers for children of military personnel. Although military child care centers served children of civilian employees when space was available, military dependents had priority. Additional findings are discussed and related materials are appended. (RH)

ED 301 342 PS 017 670
Morra, Linda G.
Observations on the Military Child Care Program. Statement before the Subcommittee on Military Personnel and Compensation, Committee on Armed Services, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
Report No.—GAO/T-HRD-88-28
Pub Date—2 Aug 88
Note—11p.
Pub Type— Reports - Research (143) — Legal/Leg-

islative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Armed Forces, *Day Care, *Day Care Centers, Early Childhood Education, *Family Day Care, *Military Personnel, Needs, Surveys
Identifiers—*Program Characteristics
As requested, the General Accounting Office conducted a survey in Feburary 1988 of military installations with child development centers in the continental United States. It was found that the Air Force, Army, Navy, and Marine Corps had a combined capacity to serve about 62,000 children at one time at the 215 installations responding. This figure included the number of spaces available in both child development centers and family day care homes, the two programs where child care is most often provided. Department of Defense operating costs for the child development center program worldwide totaled 134.3 million dollars in fiscal year 1987. About one-third of these costs were met with congressional appropriations, and two-thirds with nonappropriated funds, such as parent user fees. Although military child care programs have grown significantly over the past few years, installations cannnot adequately respond to all requests for center-based care from service members on active duty. Of the installations surveyed, 185 maintained lists that contained the names of about 25,000 children waiting for care.(RH)

ED 301 343 PS 017 671
Howze, Janice Kate
Development of a Substance Abuse Prevention Program for At-Risk Two- to Five-Year-Olds.
Pub Date—88
Note—91p.; Master's Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Curriculum Development, Day Care, Early Childhood Education, *Educational Objectives, *Intervention, *Learning Activities, Preschool Children, *Prevention, Program Development, Program Evaluation, *Substance Abuse, Toddlers
A child caregiver developed a substance abuse intervention and prevention program for preschool children between 2 and 5 years of age who were at risk for substance abuse. The practicum effort resulted in a preschool substance abuse curriculum that included information on drugs, offered techniques for enhancing self-esteem, and discussed skills for resisting peer pressure. The curriculum was based on a goals-objectives-activities format. Elements of the curriculum format were defined in terms of developmentally appropriate tasks, were cost-efficient and easily implemented, and were submitted for evaluation by experts in substance abuse prevention. Evaluation was positive. Related materials, including questionnaires for experts who rated curriculum goals, objectives, activities, and the entire curriculum, are appended. The questionnaires provide the content of the curriculum. (RH)

ED 301 344 PS 017 672
Kagan, Sharon L.
The Changing World of Early Care and Education: Retrofitting Practice and Policy.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Nov 88
Note—15p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17-18, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Delivery Systems, *Early Childhood Education, Educational Change, Educational Improvement, Educational Philosophy, Educational Policy, *Educational Practices, Federal Legislation, *Futures (of Society), Instruction, *Policy Formation
Now is the time to "retrofit" policies and practices and reach for the goal of a just system of early education and care for all children and their families. The current social landscape of early care and education is filled with individual programs that are manifestations of disparate visions. While rich in variety, such a social landscape lacks a comprehensive vision and an integrated strategy. To construct an improved social reality, effective strategies must emanate from thoughtful visions. Such visions cannot emerge without a confrontation of pressing issues related to the pedagogy, structure and philosophy of early care and education, or without recognition of the legacy of the nation's historic approach to child and family policy. This paper identifies issues that must be confronted in the development of early care and education policy. In its consideration of historical policy conflicts, the paper explores the consequences of crafting services in the absence of a unified vision. Also addressed are the prospects for development of a unified social strategy in view of the evident current readiness to conceptualize policy in a new and broader way. Concluding remarks cover principles for conducting inquiry and developing strategies that quash discontinuity, fragmentation, and inequity in early care and education policy and programs. (RH)

ED 301 345 PS 017 673
Honig, Alice Sterling Park, Kyung-Ja
Family Factors Associated with Language Competence among Toddlers in French, North African, and African Families in France.
Pub Date—Aug 88
Note—39p.; An abbreviated version of this paper was presented at the Biennial International Congress of the International Association for Cross-Cultural Psychology (9th, New South Wales, Australia, August 22-25, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blacks, Cross Cultural Studies, Demography, *Family Influence, Family Relationship, Foreign Countries, *Immigrants, *Language Acquisition, *Parent Role, Socioeconomic Influences, *Stress Variables, *Toddlers, Whites
Identifiers—Africa, *France, Health Status
Language adequacy was coded for 403 toddlers 24 months of age who had received medical and psychological examinations in a Bilan de Sante clinic in Paris, France. The children were from three cultures: native French middle class, immigrant North African Moslem, and immigrant Black African. Demographic, socioeconomic, medical, biological, interpersonal, and family variables were systematically examined for possible correlational relationships with toddler language status, as assessed by licensed psychologists. Findings indicated that paternal education level and optimal mother-child relations, but not father-child relations, were significantly correlated with normal language development. Stress in the family, for fathers as well as mothers, regardless of culture group membership, was associated with delayed or retarded child language development. Culture group membership per se was not associated with normal or impaired language development. Thus familial variables, but not cross-cultural, medical, or demographic variables, were implicated in children's language development. Supportive and educational efforts with immigrant families may not only improve their living conditions, but may also help increase language adequacy of very young children in these families. (Author/RH)

ED 301 346 PS 017 674
McNamara, Thomas C.
The Evaluation of Early Childhood Programs in Philadelphia.
Pub Date—Nov 88
Note—39p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17-18, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Ancillary School Services, Computer Uses in Education, *Early Childhood Education, Individual Development, *Parent Participation, *Program Evaluation, Records (Forms), *Staff Development, Student Records
Identifiers—*Pennsylvania (Philadelphia), *Program Characteristics
Since the late 1960s, Philadelphia has increasingly given more and more attention to formal evaluation of early childhood programs. Provided in this paper is a brief discussion of the evaluation approach and philosophy that guided program evaluation efforts in 1988. The discussion is followed by an annotated outline of the main evaluation activities. The evaluation documents four major program components that center on: (1) development and education; (2) parent involvement; (3) staff development; and (4) special supportive services. The developmental and educational component includes the maintenance of a comprehensive, computerized longitudinal file system and the analysis of data entered in the system. The file annually updates nearly 200,000 records of participating and comparison students. In the annotated outline of the evaluation, specific outcomes related to the long-term effects of prekindergarten programs are presented. It is concluded that the analyzed data support the establishment of a Follow Through-like program for students in the late primary grades. Appendix A charts major characteristics of Early Childhood Programs in Philadelphia. Appendices B, C, and D provide materials, such as forms, checklists, measures, file layouts, and questionnaires, related to components 1, 2, and 3 above. (RH)

ED 301 347 PS 017 675
The California State University: Study of the Need for Child Care Services. (Revised).
Summa Associates, Inc.
Pub Date—1 Nov 88
Note—318p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Access to Education, *Administrative Organization, Admission Criteria, *College Students, *Day Care, Delivery Systems, Early Childhood Education, Employees, Equal Education, Facility Requirements, Family Programs, Higher Education, *Parents, *Student Needs
Identifiers—*California State University
The primary purpose of this study was to identify the level of need for child care services (CCS) among students at the California State University (CSU), and to determine whether CCS offered at the campuses were adequate. In addition, the study was designed to determine whether the need of student parents for CCS impeded equal access to education and whether this need should be an additional criterion for special services. A secondary purpose of the study was to determine the degree of need for CCS among employees of the system, and the extent to which any unmet need affected the University's ability to function as an organization. These issues were addressed in a multifaceted study which used a combination of methods to gather information from multiple sources. Chapters provide an introduction and overview of the study. Discussions cover the need for CCS at CSU, the relationship between child care and student access to higher education, child care supply and demand at CSU and among the general population, admission criteria and level of CCS among the three segments of postsecondary education in California, the adequacy of facilities for CCS at the CSU, and the feasibility of transferring administrative responsibility for CCS. Conclusions and recommendations are offered. Related materials and tables of data are provided in 34 appendices. (RH)

ED 301 348 PS 017 676
Gutwein, Belinda C.
Providing Preschool Inservice Training To Increase Communication and Teamwork Spirit.
Pub Date—88
Note—103p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Caregivers, *Communication Skills, Day Care, Early Childhood Education, Inservice Teacher Education, *Stress Variables, *Teacher Burnout, *Teacher Improvement, *Teamwork, Workshops
The owner-operator of a child care center, nursery school, and kindergarten organization located in the Pennsylvania heartland implemented a practicum providing in-service programs in communication to child caregivers working in the surrounding area. Based on a needs assessment completed by directors in nine centers, nine workshops in three topic areas were conducted. Topics included: (1) Improving Communications and Interpersonal Skills for Child Care Providers; (2) Avoiding Stress and Burnout in the Child Care Environment; and (3) Teamwork in the Child Care Atmosphere. Practicum evaluation data indicated that the intervention was enthusiastically received and was successful. Participants gained personal and professional knowledge likely to aid them in their work environments. Six-week follow-up data indicated increased awareness, teamwork, communication, and professionalism among those who had attended the workshops and completed the survey. Participants wanted additional,

similar workshops to improve their self-awareness and understanding of co-workers in a workplace characterized by a high level of turnover. (RH)

ED 301 349 PS 017 677
Gaffin, Stacie G. Lombardi, Joan
Speaking Out: Early Childhood Advocacy.
National Association for the Education of Young Children, Washington, D.C.
Report No.—ISBN-0-935989-19-6
Pub Date—88
Note—131p.
Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication No. 270, $6.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Advocacy, *Citizen Participation, *Early Childhood Education, Federal Government, Federal Legislation, Guidelines, *Individual Power, Leadership, Lobbying, *Public Policy, *Social Action

This book, which is addressed to early childhood educators, offers a call to action that focuses on the whys and hows of advocacy, and provides strategies for selecting issues, building support, and joining with other advocates. Chapter 1 discusses the need for early childhood advocates, contributions advocates can make to the decision-making process, targets for advocacy, means of understanding how public policies make a difference, and development of an advocacy style. Chapter 2 concerns selecting a problem, gathering facts, focusing a response, and preparing for action. Building support, the topic of chapter 3, is discussed in terms of encouraging parents to speak out, informing public officials, responding to legislation, influencing administrative decisions, testifying at hearings, becoming involved in political campaigns, talking with employers, and contacting the media. In chapter 4, discussion centers on joining with others to reach goals, a topic that is explored in terms of collaboration with other groups, means of working effectively with others, and ways to reach out to the community. Chapter 5 covers the process of increasing the number of advocates and building power. Numerous practical suggestions and profiles of advocates in action are provided throughout the text. Related materials, such as guidelines for developing legislation to create or expand programs for young children, are appended. (RH)

ED 301 350 PS 017 679
Bizzier, R. Elaine
Training Staff To Provide Developmentally Appropriate Child Care.
Pub Date—88
Note—62p.; Ed.D. Practicum, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Child Caregivers, *Day Care, Early Childhood Education, Individual Development, *Inservice Teacher Education, Program Effectiveness, *Teacher Improvement, Workshops
Identifiers—*Developmentally Appropriate Programs

The director of a proprietary child care center implemented a practicum designed to train child caregivers in child development and developmentally appropriate practices. The practicum consisted of three evening workshops and used supplementary reading materials, discussion groups, classroom observations, and individual conferences. After training, caregivers were expected to exhibit knowledge of normal child development, Piaget's philosophy, stages of cognitive development, Erikson's social development stages, and the implications of this knowledge for caregiving. Participants were expected to: (1) apply the material in their classrooms; (2) demonstrate age-appropriate caregiving practices and the ability to set up and maintain an appropriate environment for the optimal development and stimulation of children; (3) maintain a positive classroom climate and exhibit age-appropriate interaction. Practicum evaluation data indicated that the intervention was successful in increasing caregivers' knowledge and improving their classroom practices. (RH)

ED 301 351 PS 017 683
Seligson, Michelle
Public Schools and School-Age Child Care.
Pub Date—Nov 88
Note—9p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17-18, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conflict, Delivery Systems, Educational Quality, Elementary Education, *Financial Support, *Government Role, *Private Agencies, *Public Schools, *School Age Day Care, *School Role

School-age child care is part of an array of services that young children may need and that can be appropriately included under the category of early childhood programs. At the federal, state, and local levels, schools are emerging as a focus for school-age care policy and program initiatives. This trend is a reflection of a growing pressure for more responsive schools. However, school boards are reluctant participants. Concern exists about fiscal liability if financing can't be assured. It is feared that parents will pressure the school board to fund the programs. Financing and program quality are major problems. Yet another problem of programs provided by schools is market equity. In several states, providers have sued schools on the grounds of unfair competition. Unless public education redefines its boundaries to include child care, a two-tiered approach will continue to characterize school-based child care, with the school-age programs constituting a second tier of services that families want and schools try to provide. Issues surfacing in school-affiliated school-age care include salary differentials, staff retention, and affordability. Concluding remarks offer recommendations for state and local public school involvement in school-age child care. (RH)

ED 301 352 PS 017 684
Verteramo, Vikkie R.
The Development of Children's Drawings: An Annotated Bibliography.
Pub Date—Jul 88
Note—37p.; Exit Project, Indiana University at South Bend.
Pub Type— Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Age Differences, Annotated Bibliographies, *Childrens Art, Developmental Stages, *Freehand Drawing, Literature Reviews, Perception, Sex Differences, Teaching Methods
Identifiers—*Developmental Patterns

Literature on children's drawing was reviewed for the purpose of illuminating issues of developmental stages, differences in development, perceptual problems, and instructional methods that influence learning in children's drawings. A glossary of terms used in the literature was compiled. Conclusions were drawn from the studies reviewed with a view toward making recommendations to educators that would contribute to setting reasonable expectations for children's drawing. A total of 31 studies were reviewed, cited, and annotated. It was concluded that the research indicates that: (1) children pass through different stages of development in their drawings; (2) strategies used by children for drawing become more complex as children grow older; (3) children depict spatial relationships in a variety of ways; and (4) methods instructors use to help children draw include self-instructed training and stimulation through verbal, graphic, or sensory means. It is recommended that teachers: (1) identify the basic developmental stages of their students and set appropriate expectations; (2) observe children as they plan and execute their drawings, and compare current and previous work to assess growth; (3) provide activities that encourage children to draw more often; and (4) use a variety of instructional methods in presenting drawing activities. (RH)

ED 301 353 PS 017 685
Shedlin, Allan, Jr. And Others
The School as Locus of Advocacy for All Children.
Elementary School Center, New York, NY.
Pub Date—88
Note—30p.
Available from—Elementary School Center, 2 East 103rd Street, New York, NY 10029 ($7.00; 10% discount on 20 or more copies).
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Child Advocacy, *Educational Change, *Educational Development, Elementary Education, *Elementary Schools, *School Role, Social Action, *Social Change

Because the American elementary school was designed for a society that no longer exists and is generally unresponsive to current societal realities affecting children and their families, the Elementary School Center proposes a new concept of the elementary school as the locus of advocacy for all children. Also proposed is the development of a series of models to illustrate ways in which schools and communities can begin to redirect their resources to implement child advocacy. The Center's plans involve four major goals: (1) stimulating and guiding a national dialogue on the issues and specifics of the new concept; (2) articulating children's fundamental needs and rights and child advocacy principles; (3) delineating a series of systematic approaches, processes, and models expressing the concept of school as child advocate; and (4) developing a community needs assessment instrument and planning handbook as a resource for communities to use in restructuring their schools to the requisites of the new role. It is believed that vigorous discussion of the issues will raise the national consciousness and lead to fundamental changes in planning for children. It is also believed that those changes will have far-reaching implications requiring systemic changes in schools as they are presently known. (RH)

ED 301 354 PS 017 686
Castle, Michael N.
[National Conference on Early Childhood Issues—Remarks.]
Delaware Office of the Governor, Wilmington.
Pub Date—17 Nov 88
Note—12p.; Paper presented at the National Conference on Early Childhood Issues (Washington, DC, November 17, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropouts, *Early Childhood Education, *Government Role, High Risk Students, *Prevention, *Program Effectiveness, *Social Problems, State Programs
Identifiers—*Delaware

In recent years, Delaware has begun several welfare reform programs that have a direct impact on early childhood development. But even the best preschool and early education programs are not enough to ensure that at-risk kids will become educated and self-confident adults. The prevailing view that early childhood care and education begins at birth and ends at the age of five is short-sighted. The gap between early childhood programs and programs for teen pregnancy, alcohol and drug abuse, and dropouts is not just a gap; it is a failure. So while it is important to focus on early childhood programs, such work is wasted unless ways are found to follow through and work with the people responsible for children as they grow older. Government can do more to model its approach to human problems on the successful family. Delaware's "Focus on the First Sixty Months" program unified into a single effort Delaware's diverse attempts to help the state's youngest citizens. The next step will be to apply that approach to older children by including an early childhood component in every adult program, or by making an ongoing effort to relate lessons learned in adult programs to programs aimed at children. (RH)

ED 301 355 PS 017 687
Wheelock, Anne Dorman, Gayle
Before It's Too Late: Dropout Prevention in the Middle Grades.
Center for Early Adolescence, Carrboro, NC.; Massachusetts Advocacy Center, Boston.
Pub Date—Jul 88
Note—91p.
Available from—Center for Early Adolescence, Suite 211, Carr Mill Mall, Carrboro, NC 27510 ($9.00).
Pub Type— Information Analyses (070) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Dropouts, *Educational Improvement, Educational Policy, *Educational Practices, Elementary Education, High Risk Students, Institutional Characteristics, *Intermediate Grades, Intervention, Literature Reviews, Middle Schools, *Prevention, School Holding Power

This monograph explores current trends in the literature on school reform, dropouts, effective

schools, and successful practices in the middle grades in order to create a framework for thinking about dropout prevention at the intermediate level. Literature reviewed in Chapter 1 suggests that the dynamics of dropping out involve the relation between school responses and student characteristics. School policies and practices which may communicate rejection to vulnerable students are noted. Research reviewed in Chapter 2 suggests that consciously designed alternatives can increase schools' holding power for vulnerable students. Chapter 3 suggests that lessons from effective middle schools may offer new directions in dropout prevention and guide middle schools in making decisions that will help students succeed. Schools can assess their structures, policies, and practices to determine whether they are enhancing or hazardous for the education of vulnerable students. Chapter 4 which focuses on dropout prevention at the middle level, identifies components of preventive strategies and principles designed to guide prevention efforts. Chapter 5 offers recommendations for improving school holding power at the local level, and Chapter 6 presents conclusions. About 150 references are cited. A checklist for middle grade dropout prevention is appended. (RH)

ED 301 356 PS 017 688
Adams, Velma A., Ed. Gorunson, Donald G., Jr., Ed.
A Guide to Program Development for Kindergarten: Part I and Part II.
Connecticut State Dept. of Education, Hartford.
Pub Date—88
Note—301p.; For related document, see ED 293 649.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Art Education, Child Development, Class Organization, Educational History, Educational Planning, Educational Quality, Educational Theories, Emotional Development, Family School Relationship, Guidelines, *Kindergarten, Language Arts, Learning, Mathematics Instruction, Physical Education, Primary Education, *Program Development, Program Evaluation, School Community Relationship, Science Instruction, Second Language Instruction, Social Development, Social Studies, State Curriculum Guides, Transitional Programs
Identifiers—*Connecticut

In two parts, Connecticut's 1988 kindergarten curriculum guide offers both a philosophical foundation and a practical direction for program development. Part I discusses the historical perspectives of kindergarten; the basis for understanding the effect of growth and development in planning for young children; a focus on the interactionist theoretical model for program development; components of a high quality kindergarten program; elements of social and emotional development; organization of the kindergarten, including the extended-day kindergarten; approaches to building a home-school-community partnership; strategies for developing a continuum of experiences from preschool through the primary grades; and a process for effective planning and evaluation. Part II details program content in the arts (creative dramatics, creative movement, music and visual arts); foreign languages; language arts; mathematics; physical education (including health and safety); social studies; and science. These subjects are discussed separately in order to facilitate the reader's review of the detail and guidance within each area. But an integrated approach remains the key to the work. (RH)

ED 301 357 PS 017 696
Strupeck, Paula K.
Integrating a Foreign Language into the Pre-K through Grade 3 Class: The Baker Model.
Pub Date—Nov 88
Note—14p.; Paper presented at the Annual Conference of the National Associaton for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Early Childhood Education, Guidelines, *Integrated Activities, Models, *Primary Education, Program Descriptions, *Second Language Instruction

This paper describes the model of elementary grade foreign language instruction implemented at the Baker Demonstration School in Evanston, Illinois, and offers concrete suggestions for implementing such a program. Introductory comments point out the need to observe developmental principles and practices in planning and implementing foreign language programs in the elementary schools so that the mistakes made in program implementation in the 1950s and 1960s can be avoided. A rationale and guidelines for implementing foreign language instruction in the early grades are followed by the description of the Baker model. The model integrates French into the Baker curriculum through: (1) the use of developmentally appropriate and learner-centered approaches, activities, and scheduling; (2) focus on language as a communicative tool; and (3) engagement of the children's primary models (teachers and parents) in the language learning process. The classroom teacher participates with the children in the French lesson, while parents are offered an evening course. The paper concludes with eight precepts fundamental to the Baker program. (RH)

ED 301 358 PS 017 699
Moss, Peter Melhuish, Edward
Maternal Employment and Childcare in the First Three Years after Birth.
Spons Agency—Department of Health and Social Security, London (England).
Pub Date—88
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Day Care, Early Childhood Education, *Educational Quality, *Employed Parents, Foreign Countries, Ideology, Longitudinal Studies, *Mothers, *Public Policy
Identifiers—Context Effect, *Discontinuity, *United Kingdom

Data from a longitudinal study of London women who resumed full-time employment within 9 months of having a first child were used in this paper's examination of the child care histories of the women's children up to the age of 3 years. Contacts were made when children were 4- to 5-months-old (usually before the mother had resumed employment), and when children were 11-, 18-, and 36-months-old. Mothers were seen at all contacts, and children were seen at all except the contact at 11 months. At 18 and 36 months, most nonparental caregivers were also visited. Data were collected by a variety of methods, including developmental assessments of children, observations of the child at home and in the nonparental child care setting, questionnaires about child temperament and social behavior, diaries covering children's activities for a week, and interviews with mothers and nonparental caregivers. Findings indicated a high level of discontinuity, both in mothers' employment status and in child care arrangements, during this period. Placements with relatives and childminders were more liable to change than were placements in nurseries. It is argued that discontinuity should be seen as being substantially the product of various features of social context in the United Kingdom. These features include governmental and employer policies, and dominant ideologies about parenthood and child care. (RH)

ED 301 359 PS 017 700
Seppanen, Patricia S. Weiss, Heather B.
Parent Involvement and Education: State Initiated Family Support and Education.
Pub Date—17 Nov 88
Note—18p.; Paper presented at the National Conference on Early Childhood Issues: Policy Options in Support of Children and Families (Washington, DC, November 17, 1988).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Programs, Definitions, *Educational Policy, *Family Programs, Financial Support, Guidelines, *Parent Participation, *Program Development, *State Programs

This paper briefly defines parent involvement in education, outlines several factors that are fueling new state interest in programs to strengthen families, describes programmatic initiatives in several states, and examines some of the issues states have faced in their efforts to craft effective community-based programs that are responsive to families. States mentioned include Alaska, Kentucky, Arkansas, Connecticut, Maryland, California, Missouri, and Minnesota. Of these, the last two have enacted recent legislation that provides for statewide family support and education programs. Individuals have used the states' experiences to identify issues that must be addressed in the crafting of policies on family support and education programs. The experience of pioneering states suggests that family support and education programs offer states a powerful way to build new support for families. One concern is that the impetus for government agendas regarding the welfare of young children and their families will shift before policy and action can produce programs that help families nurture children to realize their potential. A table indicates what is provided by community-based family support and education programs. (RH)

ED 301 360 PS 017 706
Seligson, Michelle Fink, Dale B.
Latchkey Children and School-Age Child Care. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-3-1988
Pub Date—88
Contract—RI-88-062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, *Elementary School Students, *Individual Characteristics, *Latchkey Children, *School Age Day Care
Identifiers—ERIC Digests, *Program Characteristics

This ERIC Digest provides an overview of school-age child care (SACC) programs and suggests reasons for their growth. Discussion points out that escalating interest in SACC has paralleled the raising numbers of children left on their own, and that educators are only the latest in a parade of civic and professional groups which have gone on record as opposing the growing phenomenon of latchkey children and supporting the expansion of child care for school-age children. While research is suggestive rather than conclusive, educators recognize that the way children spend the hours out of school has always been an important aspect of their development. High quality SACC programs provide children with a comfortable environment and a great deal of freedom to move about and choose activities. These programs have a balanced schedule that includes child- and teacher-directed time, as well as opportunities for children to be in large or small groups or concentrate on something by themselves. Ingredients of successful SACC for older children include community service, a chance to earn money, and an understanding of the adolescent's heavy involvement in peer culture. (RH)

ED 301 361 PS 017 707
Genishi, Celia
Young Children's Oral Language Development. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-4-1988
Pub Date—88
Contract—RI-88-062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Language Acquisition, *Oral Language, *Teacher Role, *Young Children
Identifiers—ERIC Digests

This ERIC Digest presents an overview of the process and mechanics of language development, along with implications for practice. Sections of the discussion focus on: (1) when and how language is learned; (2) oral language components; and (3) nurturing language development. It is argued that teachers can help sustain natural language development by providing environments full of language opportunities. General guidelines for teachers, parents, and other caregivers include: (1) understand that every child's dialect is worthy of respect as a valid system for communication; (2) treat children as if they were conversationalists, even if they are not yet talking; (3) encourage interaction among children; (4) remember that parents, caregivers, teachers, and guardians are the chief resources in language development; and (5) continue to encour-

age interaction as children come to understand written language. (RH)

ED 301 362 PS 017 708
Griffin, Abbey Fein, Greta
Infant Day Care: The Critical Issues. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS1-1988
Pub Date—88
Contract—RI-88-062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attachment Behavior, *Day Care, Early Childhood Education, *Educational Quality, *Infants, *Outcomes of Education
Identifiers—ERIC Digests, *Infant Care
Discussed in this ERIC Digest are the quality of infant day care and aspects of the debate on infant attachment. Characteristics of current infant day care provisions are reported. Program quality is discussed in terms of: (1) structural features, such as group size, staff-child ratios, caregiver training, equipment, space; (2) dynamic aspects, including experiences and interactions; and (3) contextual features, notably staff stability and turnover, and type of setting. A section on effects of infant care points out that while several studies show that day care may benefit low-income children and have benign, if not beneficial, effects on middle-class children, research findings on socioemotional development are not unanimous. The concluding section discusses attachment in terms of the controversy about day care for infants under 1 year of age and studies comparing home versus employed mothers. (RH)

ED 301 363 PS 017 709
Jorde-Bloom, Paula
Child Care Directors' Training and Qualifications. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS2-1988
Pub Date—88
Contract—RI-88-062012
Note—3p.
Pub Type— Opinion Papers (120) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Qualifications, Administrator Role, *Administrators, *Day Care, Early Childhood Education, *Standards, *Training
Identifiers—ERIC Digests, *State Regulation
This ERIC Digest provides an overview of the competencies needed for effective early childhood center administration and summarizes state regulations governing minimum qualifications of center directors. Specific administrator skills are listed in four topical areas: (1) organization, leadership, and management; (2) child development and early childhood programming; (3) fiscal and legal considerations; and (4) board, parent, and community relations. State regulations governing minimum qualifications are discussed in terms of background qualifications and qualifications related to experience and formal education. Brief remarks on current levels of training and experience of child care directors complete the digest. (RH)

RC

ED 301 364 RC 016 624
National Rural Education Research Forum (Lake Placid, New York, October 16-17, 1987).
National Rural Education Association, Fort Collins, CO.
Pub Date—17 Oct 87
Note—373p.; For some papers, see RC 016 625-628.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Change Strategies, Economic Development, Educational Finance, *Educational Research, Elementary Secondary Education, *Faculty Development, Higher Education, Inservice Teacher Education, *Rural Development, *Rural Education, Rural Schools, *School Effectiveness, *Teaching Conditions
The purpose of this forum was the assessment of how well current research is meeting the needs of rural educators. Individual papers presented at the forum are "Learning To Find the 'Niches': Rural Education and Vitalizing Rural Communities" by Daryl Hobbs with commentary by Richard Tulikangas; "Effective Rural Schools: Where Are We? Where Are We Going? How Do We Get There?" by Weldon Beckner with commentaries by Robert V. Carlson and Paul M. Nachtigal; "School Effectiveness: The Teachers' Perspective" by William A. Matthes with commentaries by Jack Sanders and James E. Akenson; "Research and Action Needs in Rural School Finance" by Robert E. Lamitie with commentaries by Austin D. Swanson, Stephen L. Jacobson, and David H. Monk; and "Staff Development Research and Rural Schools: A Critical Appraisal" by Fred Wood and Paul F. Kleine with commentaries by William A. Clauss and Kathleen R. Flanagan. Synthesizers' reports, summarizing the reactions, comments, and suggestions put forth at group sessions, include "A Synthesis of Comments and Recommendations on Rural Schools and Economic Development" by Kay Harned; "Directions and Possibilities for Rural Education Staff Development" by Edward Chance; "School Effectiveness from the Administration and Teacher Points of View" by Sterne Roufa, David Hagstrom, and Robert Warren; "Rural School's Finance Track" by Rose Ann Fogarty; and "Research: The Critical Audience Factor" by William LeTarte. (SV)

ED 301 365 RC 016 625
Hobbs, Daryl
Learning To Find the "Niches"; Rural Education and Vitalizing Rural Communities.
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—17 Oct 87
Contract—400-86-0004
Note—55p.; Paper prepared for the National Rural Education Research Forum (Lake Placid, NY, October 16-17, 1987). For the complete proceedings, see RC 016 624.
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Change Strategies, Economic Change, *Economic Development, Education Work Relationship, Elementary Secondary Education, *Entrepreneurship, Human Capital, Literature Reviews, Rural Areas, *Rural Development, Rural Economics, *Rural Education, Rural Resettlement, *School Community Relationship
Identifiers—School Based Enterprises
During the past two decades, rural America has undergone substantial restructuring that affects both rural education and prospects for rural economic development. Rural restructuring has made rural America more economically dependent and more economically and socially diverse, has replaced relatively autonomous communities with regional units of social and economic function, and has triggered the incorporation of rural services into national systems. Prospects for growth in natural resource and goods producing industries (those that rural economies are most dependent on) are dim, but service employment will likely continue to grow. New rural development strategies should consider the job-creating potential of small business and entrepreneurship, especially in finding and filling local "niches," the importance of knowledge-based enterprise, and the need to create new networks and partnerships to support avenues of alternative development. To these ends, rural schools must provide sound basic education and train students to be innovative, to have multiple skills, and to work as members of small problem solving teams. There are also needs for continuing education, educational attention to the locality, and educational partnerships to improve both education and community development. School Based Development Enterprises have produced school-community economic development partnerships in rural areas across the country. Contains 117 references. (Author/SV)

ED 301 366 RC 016 626
Beckner, Weldon
Effective Rural Schools: Where Are We? Where Are We Going? How Do We Get There?
North Central Regional Educational Lab., Elmhurst, IL.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—17 Oct 87
Contract—400-86-0004
Note—30p.; Paper prepared for the National Rural Education Research Forum (Lake Placid, NY, October 16-17, 1987). For the complete proceedings, see RC 016 624.
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Change Strategies, *Educational Change, Educational Environment, Educational Principles, *Educational Research, Educational Strategies, Elementary Secondary Education, *Institutional Characteristics, *Instructional Effectiveness, Literature Reviews, Organizational Change, *School Effectiveness
This paper reviews current educational research and philosophy on effective school characteristics and discusses how to put them into practice. Prevailing beliefs among educators have advanced from "there are good and poor learners" to "there are faster and slower learners" and now to "most students are similar in learning ability, rate, and motivation, when provided with favorable learning conditions." Cognitive and affective entry behaviors account for about 75% of differences in student learning outcomes. Therefore, instructional quality has little chance of overcoming the effects of entry behaviors unless the instruction takes into account cognitive or affective deficiencies. It follows that effective schooling should involve high expectations of students' performance, instructional assignments based on continuous assessment of student learning, consideration of the role of self-concept, sharing by staff and students of responsibility for successful learning outcomes, and varied time for learning according to student needs and task complexity. The paper presents: (1) Cruickshank's listing of leadership, efficacy, and efficiency dimensions of effective schools; (2) Stutz's comparison of the "model" change process concepts of the 1950s with those now found to be more effective; (3) Champlin's critical factors in organizational change, and basic components of a comprehensive plan for change; and (4) necessary changes in instructional process, curriculum organization, intentional school and classroom practices, and organizational structures. Contains 23 references. (SV)

ED 301 367 RC 016 627
Matthes, William A.
School Effectiveness: The Teachers' Perspective.
Pub Date—17 Oct 87
Contract—400-86-0004
Note—49p.; Paper prepared for the National Rural Education Research Forum (Lake Placid, NY, October 16-17, 1987). For the complete proceedings, see RC 016 624.
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, Institutional Characteristics, Literature Reviews, Quality of Working Life, Rural Education, *Rural Schools, *School Effectiveness, *Teacher Attitudes, *Teacher Effectiveness, Teacher Morale, *Teacher Motivation, *Teaching Conditions
This paper reviews the literature on effective schools from the rural teacher's viewpoint. While research on rural education has frequently focused on economic and structural issues, the teacher is the key to the quality of rural education. However, rural teachers encounter more stressful teaching conditions than urban or suburban teachers, leading to a higher attrition rate. The most significant teacher attribute in effective schools is a sense of teacher efficacy related to student achievement. Schools that nurture this sense of efficacy involve teachers in the planning process, foster faculty openness and collaborative behavior, have clear expectations for teachers and students, recognize teacher and student achievements, and encourage teachers' professional growth, entrepreneurial skills, and commitment to the community. Educators attempting to achieve educational reforms in rural settings face inherent resistance to change in education systems, complicated by the economic deficiencies found in most rural areas. The report discusses emerging trends in educator preparation and certification, conditions for professional practice, and the

direction of effective school research. It evaluates these trends as they relate to effective school findings and the special needs of rural schools. Contains 87 references. (SV)

ED 301 368 RC 016 628
Wood, Fred Kleine, Paul F.
Staff Development Research and Rural Schools: A Critical Appraisal.
Pub Date—17 Oct 87
Contract—400-86-0004
Note—65p.; Paper prepared for the National Rural Education Research Forum (Lake Placid, NY, October 16-17, 1987). For the complete proceedings, see RC 016 624.
Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Practices, *Educational Research, Elementary Secondary Education, *Faculty Development, *Inservice Teacher Education, Program Design, Program Effectiveness, *Rural Schools, State of the Art Reviews, Teacher Attitudes, Theory Practice Relationship
This paper reviews staff development research related to rural schools. Only a limited number of studies have described, or evaluated the effects of, particular staff development programs in rural schools, or have assessed the perceived needs of rural faculty and administrators for inservice training. However, rural educators can draw implications from non-rural research on teacher and administrator attitudes about inservice education, specific practices that increase the effectiveness of professional development programs, conceptual models for program design, program content and implementation, and program impact on teacher behaviors and student achievement. An analysis of this research suggests practices that should be included in rural staff development programs: (1) focus on school based improvements in professional practice; (2) involve teachers in goal and content selection; (3) base inservice training on a systematic needs assessment; (4) use guided practice and experiential learning during the training stage; (5) use peer instructors with expertise as inservice leaders; (6) provide follow-upon assistance during the implementation phase; and (7) encourage principal participation in training. The paper points out conceptual ambiguities about rural schools encountered in the literature, enumerates the major flaws in the existing research base, discusses research content and methodology, and suggests the establishment of a National Research Agenda for Rural Education. Contains 100 references. (SV)

ED 301 369 RC 016 704
Horn, Jerry G.
Strategies for Solutions.
Pub Date—88
Note—12p.; Paper presented at the Pioneer HI-BRED International, Inc. Search For Solutions-Rural Education Program (Des Moines, IA, March 15-17, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Involvement, Community Resources, Community Services, Community Support, *Educational Change, Elementary Secondary Education, Rural Development, Rural Economics, Rural Education, *Rural Schools, *School Community Relationship, *School Role, Shared Resources and Services, Telecommunications
This document describes the industrial decline in a small Midwestern town and its effect on education and the local economy. While some people refused to see a problem, others saw that the decline would continue until the town school closed and community services dwindled. The paper calls for new solutions to rural education and economic problems, even though the problems themselves may not yet be readily apparent. He cites a rising drop-out rate, suggesting that education officials broaden their mandate and link schools more closely to economic development and the community. He suggests that schools use their resources to serve other social needs in the areas of food service for the elderly, recreation, transportation, communications, library services, job training, and career counseling. Formal classes, traditional textbook study, the school day and school calendar are criticized as archaic. The paper notes that developments in telecommunications can totally change the concept of schooling. Leaders in educational change are asked to consider community needs and resources. A section at the end offers a general view of possible education reforms. The paper includes one chart comparing spending patterns in-town with those outside the town. (TES)

ED 301 370 RC 016 770
Indian Juvenile Alcoholism and Drug Abuse Prevention. Hearings on H.R. 1156 To Coordinate and Expand Services for the Prevention, Identification, Treatment, and Follow-Up Care of Alcohol and Drug Abuse among Indian Youth and for Other Purposes and H.R. 2634 To Authorize Programs for the Treatment and Prevention of Drug and Alcohol Abuse among Indian Juveniles, before the Committee on Interior and Insular Affairs. House of Representatives, Ninety-Ninth Congress, First and Second Sessions.
Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.
Pub Date—87
Note—293p.; Serial No. 99-15, Part II. Contains some light, broken or small type. For Part I, see ED 278 525.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, Alcohol Abuse, *Alcohol Education, *Alcoholism, American Indian Education, *American Indians, Children, *Drug Abuse, *Drug Education, Elementary Secondary Education, Hearings, Prevention, Primary Sources, Professional Training, Rehabilitation Programs, Youth Problems, Youth Programs
Identifiers—Bureau of Indian Affairs, Congress 99th, Indian Health Service
Two hearings held on October 24, 1985, and April 29, 1986, produced testimony about two House bills on prevention and treatment of Indian juvenile alcoholism and drug abuse. These bills provide for (1) programs of instruction on alcohol and drug abuse in Indian schools in kindergarten through grade 12; (2) training about alcohol and drug abuse for school counselors and school boards serving Indian children, community health representatives, and Bureau of Indian Affairs (BIA) and Indian Health Service (IHS) personnel; (3) summer recreation and employment programs for Indian youth on reservations; (4) research on the number of juvenile Indians needing residential alcohol and drug treatment; and (5) comprehensive treatment in IHS facilities. Representatives Douglas Bereuter of Nebraska and Thomas Daschle of South Dakota, bill sponsors, presented background information on the extent of the problem and need for this legislation. BIA and IHS statements opposed enactment of the bills, citing funding problems, and programs or policies already in effect. Witnesses giving supportive testimony included 4 members of national and regional Indian organizations and 12 Indian high school students; the latter described drug and alcohol problems in their schools and communities. The document includes a report and 14 data tables on mortality rates and juvenile alcohol and drug abuse programs generated from data bases in the Alcohol Epidemiologic Data System. (SV)

ED 301 371 RC 016 791
John, DeWitt And Others
A Brighter Future for Rural America? Strategies for Communities and States.
National Governors' Association, Washington, DC. Center for Policy Research.
Spons Agency—Aspen Inst., Durham, NH. Rural Economic Policy Program.; Ford Foundation, New York, N.Y.
Report No.—ISBN-1-55877-000-3
Pub Date—88
Note—122p.
Available from—Publications Desk, National Governors' Association, 444 North Capitol Street, Washington, DC 20001 ($12.95).
Pub Type— Reports - Research (143) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Community Development, *Developmental Programs, Economic Change, Economic Development, Economic Progress, *Economic Research, *Poverty Areas, Rural Areas, Rural Development, *Rural Economics, State Officials, Surveys
Identifiers—*Farm Crisis
This book outlines the competitive challenge facing rural America and discusses signs of hope for the rural economy. It reports some "secrets of success" in 16 rural farm belt counties that have gained employment while most rural areas are losing jobs. It also describes new state initiatives to help rural communities and lists operating principles to guide state efforts. Chapter 1, "Signs of Gloom, Signs of Hope," reviews signs of rural economic distress and outlines the questions addressed by this study. Chapter 2, "Predicting Patterns of Growth in the Rural Farm Belt," discusses patterns of rural economic growth, including a model explaining patterns of rural economic change. The chapter also discusses classifications of high-growth counties. Chapter 3, "Successful Strategies for Rural Economic Growth," explains the selection of high-growth communities for study and lists eight keys to their success. Chapter 4, "State Support for Rural Economic Development," includes the following sections: (1) Building Statewide Economic Development Strategies; (2) Targeting and Customizing Economic Development Initiatives; (3) Organizing to Address the Problems of Rural and Distressed Areas; and (4) Conclusions. Chapter 5, "Crafting State Rural Strategies," includes ideas for discussion and further research. There are three appendices, including: (1) a literature review on "Determinants of Economic Growth"; (2) a "Model for Predicting Employment Change in the Rural Farm Belt"; and (3) an explanation of the field research methods used in this study. A bibliography of 102 references is included. (TES)

ED 301 372 RC 016 797
Reyhner, Jon, Ed.
Teaching the Indian Child. A Bilingual/Multicultural Approach. 2nd Edition.
Eastern Montana Coll., Billings. School of Education.
Pub Date—88
Note—331p.; For earlier edition, see ED 283 628.
Available from—EMC Bookstore, Eastern Montana College, 1500 N. 30th St., Billings, MT 59101 ($7.00, quantity price $5.40).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—American Indian Culture, *American Indian Education, American Indian Literature, American Indians, *Bilingual Education, *Cultural Education, Educational History, Elementary Secondary Education, *English (Second Language), Language Acquisition, Language Arts, Mathematics Instruction, *Multicultural Education, Parent Role, Parent Teacher Cooperation, Physical Education, Reading Instruction, Science Instruction, *Second Language Instruction, Self Concept, Self Efficacy, Social Studies, Teacher Attitudes, Teaching Methods
Identifiers—Empowerment, Whole Language Approach
This collection of 20 essays by 21 authors presents teaching methods and resource material promoting productive school experiences for American Indian students. The chapters are organized into five sections. The opening chapter of section 1 emphasizes that teachers must understand and respect the cultures and backgrounds of their students, an attitude essential to a bilingual and multicultural approach to Indian education. Other chapters in this section (1) outline the historical background of Indian education; (2) discuss tribal language policies and the ingredients of a successful bilingual program; and (3) examine multicultural education goals and the value of cultural relativism for minimizing ethnocentrism and eliminating racism. Section 2 (1) describes the stages of oral language development and the role of the first language in second language development; (2) provides practical suggestions for teaching English as a second language; (3) discusses necessary elements for reading comprehension; and (4) presents a whole-language approach to language arts. A section on teaching Indian literature discusses the inadequacies of basal reading textbooks, examines the use of storytelling in the classroom, provides a motif bibliography, and lists sources of culturally appropriate books for different grade levels. Section 4 makes specific suggestions for teaching social studies, science, mathematics, and physical education to Indian students. The final section discusses the parents' role as first teachers, a positive working relationship between parents and teachers, theories concerning self-efficacy, and means to empower

Indian students. (SV)

ED 301 373 RC 016 817
Proposed Education Guidelines and Procedures: Sac and Fox Nation of Oklahoma.
Sac and Fox Nation, OK. Education Committee.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date—Jun 88
Contract—B08C14207Y02B
Note—43p.; Portions contain small type.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, Educational Finance, *Educational Needs, *Educational Objectives, *Educational Planning, Educational Strategies, Elementary Secondary Education, *Guidelines, Resource Allocation, Vocational Education
Identifiers—*Fox (Tribe), Oklahoma, *Sacs (Tribe)
These educational guidelines and procedures were developed after extensive review of current education programs for the Sac and Fox Nations of Oklahoma. The guidelines, prepared by a committee of local educators appointed by a tribal business committee, examined the anticipated needs for future generations of the Sac and Fox people. The document includes a summary of current Indian education programs available to the Sac and Fox. The guidelines call for improvements in twelve areas: (1) higher education preparation; (2) scholarships and fellowships; (3) vocational training plant and services; (4) tribally controlled primary school; (5) library expansion; (6) tribal youth leadership; (7) tribal youth employment training; (8) fundamental educational training for business committee members; (9) language/cultural retainment; (10) substance abuse program; and (11) planned parenthood (sex education). Each of these areas is broken down into goals, suggested programs of activity, guidelines and procedures to be followed, potential funding sources, and a suggested time frame for completion of the goal. There are also discussions, recommendations, and concluding remarks for each area. The document asserts that relevant educational activities and services should be imperative as the Sac and Fox tribes enter the 21st century. Recent trends in Indian education suggest that government funding for Indian education will be more limited in the years to come. This prospect means that the Sac and Fox Nation must become more active in public school education if it is to achieve results and improve the education of its children. (TES)

ED 301 374 RC 016 820
Freudenburg, William R. Jones, Robert Emmett
Deviant Behavior and Rapid Community Growth: Examining the Evidence.
Pub Date—87
Note—48p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12-15, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Size, *Crime, *Population Growth, *Rural Population, Social Change, Social Influences, Social Psychology, Social Science Research, *Social Theories
Identifiers—*Structural Analysis (Sociology)
Crime problems in rapidly growing communities have been viewed from a number of different theoretical perspectives. This paper offers a structural analysis that focuses on the density of acquaintanceship. When a small and stable rural community suddenly experiences rapid growth, one of the expected consequences can be a significant decline in the community's density of acquaintanceship, i.e., the proportion of community members who are personally acquainted with one another. Variables that affect density of acquaintanceship include community population, length of residence, anticipated length of residence, diversity, and segregation. From the structural perspective, evidence of disruption should be visible in three areas of social functioning: socialization of the young, caring for a community's weaker members, and the control of deviance. Examination of existing studies shows that in 20 of 22 comparisons between changes in population and changes in crimes or arrests, the annual percentage increase in crimes was clearly greater than the average annual percentage increase in population. On average, crimes rise three to four times as rapidly as population, depending on the analytical approach used. The paper suggests the importance of performing similar analyses in other areas, and suggests that a structural perspective that focuses on a community's density of acquaintanceship can offer a superior explanation of the available data on rapid community growth. (DHP)

ED 301 375 RC 016 822
Pamelli, Michael
Modern Ratio: The Ultimate Arbiter in 17th Century Native Dreams.
Pub Date—87
Note—19p.; Paper presented under the title "Indian Dreams: New Vistas of Reality" at the Mokakit Indian Education Research Association Conference (Winnipeg, Manitoba, October 17-19, 1986).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Canada Natives, Cultural Differences, Ethnocentrism, *Intellectual History, North American History
Identifiers—*Dreams, *Jesuits, Native Americans, Seventeenth Century
Seventeenth century Jesuit analysis of Indian attitudes toward dreams was largely negative. While Indians looked on their dreams as ordinances and oracles, the Jesuits criticized reliance on such irrational messages. Jesuit critiques fell into three categories: the dream as a sign of diabolical possession, the dream as illusion purporting to be reality, and the dream as a form of madness. Jesuits explained native attitudes toward dreams in terms of their own European epistemology and psychology. To the extent that dreams were not part of a perceptual field, observation and judgment, the Jesuits tended to regard them as unreal. Following an examination of original Jesuit sources, this paper contends that what is offensive about Indian dreams to the Jesuit is not primarily that they are a religious affront to belief and morality, but that their very nature calls into question the rational foundations of belief and morality. To find the basis of truth in dreams is to invert the origin of commonly accepted knowledge, thus questioning the foundations of belief and morality. As a rational critique of dreams, the Jesuit account detached them from their cultural matrix and prejudged their intent and content. Such a critique was appropriate for Jesuits who saw natives driven to fulfill the barbaric imperatives of those dreams. (DHP)

ED 301 376 RC 016 826
"Through the Looking Glass: A Multicultural Future." A Report of the Bilingual-Multicultural Education Conference (12th, Anchorage, Alaska, February 5-7, 1986).
Spons Agency—Alaska State Dept. of Education, Juneau. Bilingual/Bicultural Education Programs.
Pub Date—86
Note—58p.; For related document, see ED 261 809. Some photographs may not reproduce well.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Alaska Natives, *Bilingual Education, Bilingualism, Cultural Pluralism, Elementary Secondary Education, *Multicultural Education, Second Language Learning
Identifiers—*Alaska
The conference focused on the importance of using one's language and cultural heritage for the future growth of individuals and the State of Alaska. This conference is a major activity of the Alaska Department of Education in providing training and technical assistance to personnel from the 35 school districts with bilingual-bicultural programs. Four speakers addressed the conference. Elsie Math, a Yup'ik educator, spoke about the development of a Yup'ik textbook on traditional ceremonies, the role of tribal elders as teachers, and the use of culturally relevant materials in bilingual programs. James Cummins reviewed the history of educator attitudes toward bilingual education, and emphasized that first language maintenance empowers language minority students and enhances their academic achievement. Stephen Karshen, a linguistics professor, explained second language acquisition in terms of response to comprehensible input in a low anxiety environment, conditions for which teachers should strive in the classroom. Geneva Gay spoke of the need for bilingual education teachers to consider the cultural context in which language learning occurs, and to attend to differences among students and teachers in body language and cultural value systems. The report includes many photographs, brief descriptions of the 106 conference workshops and activities, and four short award-winning student essays. (SV)

ED 301 377 RC 016 827
Handbook for Increasing Ethnic Minority Participation in APA Divisions, State Psychological Associations, and Council of Representatives.
American Psychological Association, Washington, DC. Board of Ethnic Minority Affairs.
Pub Date—86
Note—43p.
Pub Type— Guides - General (050) — Opinion Papers (120) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ethnic Groups, Mentors, *Minority Groups, National Organizations, *Professional Associations, *Psychologists
Identifiers—American Psychological Association
This handbook describes ways to increase representation of ethnic minorities on the American Psychological Association (APA) Council of Representatives and in APA affairs generally. Increased minority representation in APA affairs should promote research on special populations and demonstrate the APA's refusal to accept the status quo. Methods for divisions and state associations to identify, attract, and recruit minority members show the APA's commitment to cultural diversity. Communication with minority members to provide support through newsletters, convention meetings, a mentor system, and networking display willingness to diversify membership and influence leadership. The most visible and formal presence of minority constituents would be election to the executive committee of the board of directors or council. Appendices include addresses of minority psychological associations and of members of the Board of Ethnic Minority Affairs, as well as a survey on mentorship. (DHP)

ED 301 378 RC 016 828
Bryant, Clifton D. Shoemaker, Donald J.
Criminal Victimization and Attitudes toward Crime in Virginia: A Research Report.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Pub Date—May 88
Note—70p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Attitudes, Community Characteristics, *Crime, Crime Prevention, Police Community Relationship, Population Trends, Regional Characteristics, Rural Urban Differences, Surveys, *Victims of Crime, Violence
Identifiers—*Virginia
The purpose of this report is to present the results of a crime victimization survey conducted among Virginia residents. The description of the findings is divided into four sections: criminal victimization experiences, reporting of victimizations, attitudes toward crime, and crime prevention and protection measures. The report is offered as a source of information about the extent of criminality in Virginia and the attitudes and experiences of Virginia citizens relative to crime and crime prevention. While the study focused exclusively on residents of Virginia, comparisons with national data and references to other victimization studies are occasionally presented. The report studies community attitudes in relationship to age, education, social status, sex, employment, and community size. Over one-third of the respondent group had family members who had been victims of crime within the past year. The great majority of these crimes were property-related, with 6% of the households having individuals who had fallen victim to violent crimes. The overall rate of criminal victimization was somewhat higher than reported in earlier national surveys. Crime victimization was somewhat greater in urban communities than rural communities, especially in regard to property victimization. In terms of general trends, the likelihood of being victimized was highest for people up to age 29 and declined with each successive age group. The lowest incidence of total victimization occurred in the lowest educational category and moved up with each successively higher educational bracket, with the exception of a very minor drop between the "post high school" and "college" categories. (TES)

ED 301 379 RC 016 830
Baker, Barbara
Family Equity at Issue: A Study of the Economic Consequences of Divorce on Women and Children.
Alaska Women's Commission, Anchorage.

Pub Date—Oct 87
Note—37p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Child Custody, *Children, Child Welfare, *Divorce, *Economic Status, *Family Financial Resources, *Females, Income, Interviews
Identifiers—*Alaska, Child Support, Economic Impact, Property Disposition

Implemented in the 1970s, Alaska's system of "no fault" divorce creates economic hardships for women and children instead of providing greater family equity. The study site selected was Anchorage because its demographic profile generally reflects the statewide profile, necessary court records are accessible and more than one-half of all Alaskan divorces occur there. Interviews with 139 randomly selected men and women divorced in 1984-85 focused on economic decisions made at the point of divorce and economic outcomes over a year later. Respondents differed from the general population in that they were older and wealthier, and 67% were college graduates. About half the subjects had used the dissolution or "do it yourself" divorce procedure. After divorce, per capita income fell 33% for divorced women and their children, but rose 17% for divorced men. Although traditional divorce settlements seemingly divided marital property evenly, little attention was given to valuable career assets, such as pensions, which were usually retained entirely by husbands. Only 10% of settlements awarded alimony, and then only for a limited time. Mothers received sole custody of children in 58% of cases; 19% involved joint custody. Child support was awarded in 80% of divorces with minor children, but the average monthly payment of $191 per child fell below welfare eligibility standards, and only 23% of awards included cost of living increments. Only 58% of child support recipients received 29% of itemized marital property, and child support awards were 27% lower than in traditional cases. The paper includes 13 statistical tables and an appendix outlining the research methodology used. 7 references. (SV)

ED 301 380 RC 016 831
Callahan, Christine
Alaska Women's Commission Regional Conferences 1986.
Alaska Women's Commission, Anchorage.
Pub Date—86
Note—41p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alaska Natives, Family Problems, *Females, Political Issues, *Public Affairs Education, *Quality of Life, Rural Areas, *Social Change, Social Problems, Womens Studies, Workshops
Identifiers—*Alaska, *Womens Organizations

This booklet describes the work of the Alaska Women's Commission, a state agency dedicated to the achievement of equal legal, economic, social, and political status for women in Alaska. Since its inception, the Alaska Women's Commission has provided funding for regional women's conferences in rural parts of the state. The document describes four commission-funded community women's conferences held in 1986. The booklet includes excerpts from the four final conference reports, summaries of each conference agenda, and recommendations from the conferences. Workshops at the conferences included discussions on the following women's issues: employment; education; Native women as political leaders; Native women and family structures; domestic violence; sexual abuse; alcohol/drug abuse; homicide/suicide; Native women and spiritual values; divorce; single parenting; the criminal justice system; stress management; Native women's health issues; Native women and traditional culture; federal programs, and the role of the church in society. The first conference–held in Bethel, Alaska, March 1986–involved several regional women's organizations and had a theme of "Family Spirit." Recommendations from that conference called for more information and education regarding women's issues. Participants at another conference, in Huslia, created and approved 17 resolutions, which are listed in the document. The theme of the conference in Sitka was "The Challenge: Building the Spirit of Unity." Women at the Sitka conference approved 11 resolutions supporting various women's groups and government programs. The fourth 1986 conference was held in Wasilla, with the theme of "Empowerment through Knowledge." The document lists all 17 conferences supported by the Alaska Women's Commission from 1983 through 1986. (TES)

ED 301 381 RC 016 833
Huck, Albert R. Decker, Eugene
Environmental Respect. Curriculum Activity Guide. Second Edition.
Colorado State Univ., Ft. Collins. Dept. of Education.; Colorado State Univ., Ft. Collins. Dept. of Fishery and Wildlife Biology.
Spons Agency—Safari Club International Conservation Fund, Tucson, Ariz.
Pub Date—Jan 87
Note—191p.; For earlier edition, see ED 176 905.
Available from—Safari Club International Conservation Fund, Environmental Respect Manual, 5151 E. Broadway, Suite 1680, Tucson, AZ 85711.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Behavioral Objectives, Camping, *Curriculum Development, Elementary Secondary Education, *Environmental Education, Instructional Materials, *Outdoor Education, Safety Education, Sportsmanship, Wildlife, Wildlife Management
Identifiers—Fishing, Hiking, Hunting, Survival Skills

This manual presents a curriculum to improve young people's appreciation of the environment and their outdoor behavior. The first two chapters review the curriculum development process and suggest ways to promote the program and win administrative approval. The third and fourth chapters outline steps for program planning and implementation: determining objectives, identifying instructional units, estimating costs, planning lessons, acquiring resources, budgeting and purchasing, training instructors, and evaluating the program. Other chapters provide lesson plans on specific topics: (1) wildlife characteristics, ecology, and management; (2) hunting history and controversy and hunter safety, ethics, and skills; (3) fish ecology, anatomy, species, and habits; fisheries management; and fishing techniques and etiquette; (4) hiking and camping ethics, techniques, and skills; and (5) survival skills, including controlling the mind, maintaining well-being, first aid, and directional skills. Each of these sections contains a topic outline, topic overview, statement of general behavioral objectives, student activities, and a resource list of books, magazines, organizations, board games, teaching packages, and computer software. The manual includes an outline of basic principles of wildlife management and glossaries of educational and ecological terms. (SV)

ED 301 382 RC 016 834
Green, Margaret Abudu And Others
Report on the Economic Impact of American Indians in the State of Oklahoma.
Oklahoma Univ., Norman. Southwest Center for Human Relations Studies.
Pub Date—May 87
Note—97p.
Available from—Southwest Center for Human Relations Studies, University of Oklahoma, 555 Constitution Ave., Bldg. 4, Suite 141, Norman, OK 73037 ($15.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*American Indians, *Business, Demography, Economic Research, *Entrepreneurship, *Federal Aid, Labor Force, State Surveys, Tourism, *Tribes
Identifiers—*Economic Impact, *Oklahoma, Tribal Government

This report assesses the economic impact created by the presence of American Indians in Oklahoma. In 1980, American Indians in Oklahoma numbered 169,459, or 5.6% of the state's population. Most Indians lived in central and eastern counties. Compared to the general population, Indians were younger, less educated, and had higher unemployment and poverty rates. Mail survey responses from 146 businesses owned by individual Indians indicate that: (1) these firms are concentrated in Tulsa and Oklahoma City; (2) most employees work in construction, manufacturing, agriculture, forestry, and fisheries; and (3) these businesses have little involvement with tourists. Responses from 16 tribes show $49 million in tribal budgets, $80 million in federal and state assistance, $52 million in annual gross sales for tribally owned business, and $4.5 million in tourism generated by tribal activity and businesses. Oklahoma received $273 million, 8.9% of total federal Indian domestic assistance, for fiscal year 1986. All Oklahoma Indian-owned businesses employed 6,956 people, produced sales of $951 million, and accounted for an estimated $196 million in gross state product (GSP). American Indians working outside Indian-owned businesses and tribal enterprises contributed about $82 million to the Oklahoma economy as employees. Estimates of American Indian contributions account for less than 1% of the GSP; this can be increased by increasing federal payments to Oklahoma's American Indians and by generating additional Indian entrepreneurial activity. The report includes 31 tables, graphs, and maps. (SV)

ED 301 383 RC 016 835
Tribal Government Records Management Manual.
Reno/Sparks Indian Colony, Reno, NV.
Spons Agency—National Historical Publications and Records Commission, Washington, DC.
Pub Date—Aug 86
Grant—85-46
Note—67p.
Available from—Reno/Sparks Indian Colony, Publications Division, 98 Colony Rd., Reno, NV 89502 ($10.00).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*American Indians, *Archives, Guidelines, *Information Storage, Records (Forms), Tribes
Identifiers—Native Americans, *Records Management, *Tribal Government, Tribal Management

Following the passage of the 1972 Indian Self-Determination Act, the volume of tribal government records has exploded. This manual is a guide to establishing a system for the effective organization, maintenance, and disposition of such records. Section A discusses the major goals of a records management program, defines relevant terms, suggests tribal policy covering responsibility for records, and describes the life cycle of a record. Section B outlines the basic steps in setting up a records management system: (1) inventory determines what records are on hand and what purpose they serve; (2) appraisal considers the administrative, fiscal, legal, and historical value of records and sets the retention and disposition periods for each record series; and (3) the retention schedule is a written plan for the disposal, temporary storage, or permanent retention of various records. Section C describes the establishment and use of a storage facility for inactive files and a tribal archives for permanent records, offers guidelines for defining vital records, suggests sources for copies of missing vital records, and discusses record preservation and disaster planning. Section D provides record inventory and record retention forms, as well as sample retention schedules for records of the tribal council, chairman, administration, and court, and for records concerning business, education, finances, housing, human services, personnel, and police. (SV)

ED 301 384 RC 016 836
Tools for Regeneration: Specific Ways To Help an Economy Thrive.
Rodale Press, Inc., Emmaus, PA.
Pub Date—[85]
Note—13p.; A product of the Rejeneration Project.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Change, Community Coordination, *Community Development, *Community Programs, *Community Resources, *Conservation (Environment), Economic Development, *Economic Opportunities, Employment Opportunities, Human Resources, Natural Resources, Recycling, *Resource Allocation, Surveys

This paper describes some of the tools that The Regeneration Project, in Emmaus, Pennsylvania, has developed for use in the process of local economic improvement. One or more of these may be of interest to other individuals in communities that wish to undertake similar projects. Regenerative development provides markets for locally produced goods and services by pinpointing nearby purchasers of a particular product. It includes assessing potential buyers' willingness to purchase locally, size of potential sales, and other relevant factors. The increased market opportunities generate additional revenues and employment, with multiplier effects throughout the local economy. The document presents 15 "Tools for Regeneration," designed to measure the potential for local markets to bring about

regeneration. The tools include: Workshops and Seminars, Home Market Search, Local Economy Inventory, AgMarket Search, Farmer Search, Vitality Index, Regenerative Index, Natural Resources Inventory, Human Resources Inventory, Import/Export Inventory, Agricultural Production and Food Processing Inventory, Regenerative Technology Inventory, Energy Search, Wellness Search, and Health Network Inventory. The document describes each of these tools in some detail. A "search" indicates a survey of cooperative business providers and consumers while an "inventory" suggests a listing of possible resources. (TES)

ED 301 385 RC 016 837
Regenerating America: Opportunities To Build On.
Rodale Press, Inc., Emmaus, PA.
Pub Date—86
Note—51p.; A product of the Regeneration Project.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Community Change, Community Coordination, *Community Development, Community Programs, *Community Resources, Conservation (Environment), Economic Development, *Economic Opportunities, *Employment Opportunities, *Recycling, *Resource Allocation

Many communities are unaware of the power they have and are therefore unfamiliar with how to use it. This document, by the Regeneration Project in Emmaus, Pennsylvania, is directed toward helping community leaders identify and develop opportunities that will help them expand their businesses, employment, and tax base, and improve their overall economic vitality. The first part of the document is an overview of some local, regenerative business opportunities that have worked for other communities. Each of the proposals is from communities where the Regeneration Project has been active, linking community leaders and businesses with local resources. Program proposals are categorized under seven headings: Manufacturing, Energy, Housing, Health, Food, Resource Management, and Economic Development. Some of the proposed projects include: vehicle remanufacturing; malls specializing in furniture and appliance repair; band uniform manufacturing; door manufacturing; residential energy conservation; industrial energy conservation; owner-built housing; hospital infection control; local food production and processing; urban farming; yogurt production; local school lunch programs; greenhouses that use waste heat from electric plants; rubber and plastics recycling; glass, paper and metal recycling; composting municipal leaves; community regeneration projects; local exchange/trading systems; expanding local marketplaces; and "regenerative" tourism. A final chapter describes several systems developed by the Regeneration Project to help communities make better, more informed decisions about their own economic development. Contains 22 references. (TES)

ED 301 386 RC 016 839
Brown, Hamilton
Hiring Outside Help: A Small Town Guide to Using Consultants.
National Association of Towns and Townships, Washington, DC.
Pub Date—[88]
Note—21p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Development, Community Planning, Community Programs, *Consultants, Economic Development, *Federal Aid, Financial Support, *Grantsmanship, *Professional Services, *Rural Areas, Rural Development, Technical Assistance
Identifiers—*Community Development Block Grant Program, Consultant Role, Small Towns

This guide was written for small and rural government officials who have limited experience with the Community Development Block Grant (CDBG) program and with federal grants in general. The use of outside expertise is often necessary in projects involving public facilities, housing, and economic development, some of the principal activities which may be eligible for CDBG funding. The guidebook is designed to help local officials submit better block grant applications, by hiring outside help in the areas of project eligibility and design, needs assessment, and community planning. The guide tells when to use consultants and describes the steps a community should take in selecting and hiring a consultant. It also emphasizes that the use of outside experts need not add unnecessary costs to a project. The guidebook tells how the leaders of Peters Township in rural Pennsylvania completed a wastewater treatment system for less than $400,000, despite a $1 million initial estimate for construction. Township leaders used block grant funds, township employees, volunteers, and a cooperative engineering firm to get the most out of every community dollar invested. The guide also summarizes certain competitive bidding procedures that may apply when federal dollars are involved. (TES)

ED 301 387 RC 016 840
Brown, Hamilton
Stretching Local Dollars: A Small Town Guide to Matching Funds.
National Association of Towns and Townships, Washington, DC.
Pub Date—[88]
Note—20p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Block Grants, *Community Development, Community Planning, *Community Programs, Economic Development, *Federal Aid, *Financial Support, *Grantsmanship, Rural Areas, Rural Development
Identifiers—*Community Development Block Grant Program, *Small Towns

The purpose of this guidebook is to help elected leaders of small towns and communities stretch their investments when matching funds are required to compete for a grant or to pay for development costs above the grant award itself. The federal "small cities" Community Development Block Grant (CDBG) is used as an example throughout the guide because it is the largest and perhaps most accessible grant program available to small and rural governments. CDBG funds may be used for economic development, public facilities, housing renovation, and other eligible activities. There are two primary methods to minimize local matching expenditures: (1) attracting money from other private and public sources; and (2) cutting unnecessary planning, project, and management costs. The guidebook discusses the concept of "leveraging" which enables a community to attract the most outside dollars for each dollar of local investment. It also identifies some of the specific financing sources used most often to provide matching funds for CDBG activities. The booklet mentions some frequently overlooked state and local resources, as well as some commonly-known federal grant and loan programs. The guide also examines a new approach to public management that is rooted in "old-fashioned common sense." By starting with a common definition of "entrepreneurial," grant recipients of all sizes are encouraged to examine the productivity of each dollar they invest in planning, administration, construction, and related costs. (TES)

ED 301 388 RC 016 841
Mokler, Mary M. Hernandez, Francisco
Doing Something about Young Navajo Women Who Are School Dropouts. [A Project Evaluation].
Mokler Associates, Albuquerque, NM.
Spons Agency—Crownpoint Inst. of Technology, NM.
Pub Date—Dec 87
Note—39p.; Project No. CIT604.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*American Indian Education, *Dropout Prevention, *Dropout Programs, Dropouts, *Females, *Pregnant Students, Program Effectiveness, Program Evaluation, Program Improvement, Secondary Education, Socioeconomic Status
Identifiers—*Navajo (Nation), *New Mexico, Womens Educational Equity Act

This is an external evaluation of the "Career Education and High School Completion Project for Girls and Young Women" at the Crownpoint (New Mexico) Institute of Technology (CIT). The project, funded by the federal Women's Educational Equity Act Program (WEEAP), targeted primarily Navajo females age 18 and under in grades 7 through 12 who were dropouts or at risk of dropping out of schools near Crownpoint. The evaluation includes a description of the CIT WEEAP project and a discussion of its successes and failures. While winning praise for its innovative concept, the evaluation states that planning and strategies for carrying out the concept were not well-articulated. It points out that funding for the project came during summer, perhaps contributing to a lack of involvement by the local community and target population. The document compares local dropout statistics with similar data at the Navajo, New Mexico, and national levels. The paper concludes that the problems faced by Navajos are not too different from those faced by other minorities in New Mexico or the United States but, as a closed society, the Navajos have a better opportunity to change their circumstances. The report discusses the pregnancy-related dropout problem among young minority women in terms of class differences and power relationships. There are also some general recommendations for minimizing the factors that lead to dropping out and for improving data-gathering procedures. Finally, there are suggestions and references to others' experiences to be used in building a more effective program. A five-page reference list is provided. (TES)

ED 301 389 RC 016 843
Ainsworth, Robert G.
Illegal Immigrants and Refugees--Their Economic Adaptation and Impact on Local U.S. Labor Markets: A Review of the Literature.
National Commission for Employment Policy (DOL), Washington, D.C.
Report No.—NCEP-RR-86-22
Pub Date—Oct 86
Note—78p.; For related document, see ED 268 351.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Case Studies, *Community Change, Economic Opportunities, Foreign Workers, Literature Reviews, *Refugees, *Socioeconomic Influences, Socioeconomic Status, *Undocumented Immigrants
Identifiers—*Economic Impact, Economic Impact Studies, *Immigration Impact, Refugee Resettlement

This paper presents a review of existing case study literature on the local and regional impacts of illegal immigrants and refugees in the United States. This report is a part of the second phase of the National Commission for Employment Policy's long-term work plan "Changes in the Workplace." While there is an enormous amount of literature on the undocumented population, research on this group and the analysis of it have been stymied by the clandestine nature of migration and by problems in using national data. By comparison, there has been little research on refugees, particularly before the passage of the Refugee Act of 1980. The case study literature on refugees concentrates primarily on Southeast Asians. The review of the literature in this paper also concerns the economic and social adaptation of refugees and undocumented workers. In reference to refugees, the report details 6 recommendations on the following topics: (1) English language skills; (2) use of public assistance; (3) types of services available; (4) support systems; (5) U.S. placement policy; and (6) quality of immigration statistics. The report is intended as a broad survey of the literature, rather than as an independent evaluation and critique of A nine-page bibliography is provided. (TES)

ED 301 390 RC 016 845
Hispanics in Transition.
Arizona State Dept. of Economic Security, Phoenix.
Pub Date—[86]
Note—27p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Birth Rate, *Demography, Dropout Rate, *Economic Status, *Educational Attainment, Employment Level, *Employment Patterns, *Hispanic Americans, Income, Leadership, Mexican Americans, *Population Growth, Socioeconomic Status, Unemployment
Identifiers—*Arizona

This report analyzes economic and demographic characteristics of Arizona's Hispanic population. In 1980 Arizona ranked fourth among the states in Hispanic concentration (16.2%) and eighth in total number of Hispanics. More than 45% of Arizona's Hispanics lived in Maricopa County. Almost 90% had their ancestral origins in Mexico, but 82% were born in the United States. The median age of Hispanics was 21.7 years, almost 8 years younger than the total population. Hispanic women had higher fertility rates than non-Hispanic women, but recent data suggest that Hispanic birthrates may be declin-

ing. Arizona had an estimated 25,000 undocumented aliens in 1980, mostly young male adult Hispanics. Hispanic male participation in the labor force was 7.5 percentage points higher than the general rate. Hispanic unemployment in 1985 was 9.2%, 2.7 points higher than the overall rate, possibly due to the lower average age for Hispanics and their higher concentrations in seasonal agricultural employment and in the currently weak construction and manufacturing industries. Only 6.2% of Hispanics had executive, administrative, or managerial occupations. Over 21% were living in poverty. In 1980 over half of Hispanics 25 years of age and over had not finished high school, and 29% had not finished elementary school. For the 1984-85 school year, the Hispanic high school dropout rate was 19.7%, compared to the general rate of 14.5%. In 1984-85, Arizona's bilingual education programs, funded by $11 million in federal aid, served 28,071 limited-English-speaking students in 143 school districts. The report contains a brief history of Hispanic community leadership, 19 tables and figures, and questions that highlight Hispanic trends. Contains 21 references. (SV)

ED 301 391 RC 016 846
Sullins, W. Robert Vogler, Daniel E.
Barriers to Rural Adult Education. A Report of the Appalachian Regional Steering Committee.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency—Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Kansas State Univ., Manhattan.
Pub Date—1 Aug 86
Note—35p.; Contains some broken type.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Access to Education, *Adult Education, *Change Strategies, Educational Attitudes, Educationally Disadvantaged, Politics of Education, Postsecondary Education, Regional Characteristics, Rural Areas, *Rural Education, *Student Participation
Identifiers—*Appalachia
Representatives of six Appalachian states and of various relevant constituencies identified barriers to adult participation in postsecondary education in their region and strategies for removal of those barriers. An extensive review of the literature and committee member reports and surveys suggested policy, dispositional, situational, and institutional barriers. Many barriers to adult education in general were also barriers to rural adult learners: cost, lack of child care and transportation, inflexible scheduling, lack of information, and restrictions on financial support. Major rural impediments to adult participation were the absence of a cultural appreciation of education's value, compounded by the Appalachian sense of fatalism; and poor high school preparation for postsecondary learning. Other regional barriers included the problem of enrollment driven funding formulas in sparsely populated areas, poor roads, long commuting distances, and lack of employment opportunities upon completion. Central to all barriers was the lack of public awareness of rural issues and lack of legislative support for rural concerns. Committee members agreed that state intervention is probably essential for social equity. They recommended that an Appalachian rural education center be established to conduct research; cultivate the support of public officials; encourage local, state, and regional cooperation; and generally focus attention on and advocate for the needs of rural adult learners. Contains 7 references. (Author/SV)

ED 301 392 RC 016 847
Crosby, Greg, Comp.
Vignettes of Several Existing Resources for Improving Rural Science, Mathematics, and Technology Education.
Triangle Coalition for Science and Technology Education, College Park, MD.
Pub Date—[87]
Note—10p.
Pub Type— Reference Materials - Directories/Catalogs (132) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aerospace Education, Agricultural Education, Conservation (Environment), Elementary Secondary Education, *Environmental Education, *Information Sources, Outdoor Education, *Resource Materials, *Rural Education, Rural Schools, Science Activities, *Science Education, Technology, *Telecommunications
This directory lists 24 organizations providing educational resource materials on rural science and technology, conservation, and the environment. Each entry contains the address and phone number of the organization, name of a contact person, and brief description of programs, activities, publications, and services available. Resource materials cover: (1) the teaching of agriscience technology in high school; (2) soil and water conservation activities; (3) telecommunications services providing mathematics and science programs to rural and small school districts; (4) 4-H programs and publications on food, agriculture, and natural resources; (5) environmental education activities; (6) aerospace and aviation education; (7) implementation of science programs in rural schools; (8) teaching modules on wilderness management and forestry; (9) programs to provide background on biomedical careers and biotechnology; and (10) networks to improve science and technology education in rural schools. (SV)

ED 301 393 RC 016 849
Barsh, Russel Lawrence
Understanding Indian Treaties as Law: Peace and Friendship.
Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.
Report No.—IPS-632-87
Pub Date—Sep 87
Note—74p.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—American Indian History, *American Indians, American Indian Studies, Controversial Issues (Course Content), Educational Games, Federal Government, *Federal Indian Relationship, *History Instruction, Secondary Education, Simulation, Social Studies, *Treaties, *Tribes, Units of Study
Identifiers—*Fishing Rights, Native Americans, *Property Rights, United States (Northwest)
This unit presents information on Native American treaties as a basis for rational thought on current controversies over these treaties' status. The unit contains three sections with five lesson plans each. Each lesson includes student material, goals, vocabulary, and questions for discussion. Section 1 covers (1) the purposes of government, and the type of government and its formation in the United States; (2) the nature and enforcement of the Constitution; (3) federalism and the distribution of political power; (4) cultural pluralism; and (5) a simulation game elucidating the conflict between private property and public necessity. Section 2 explains (1) what treaties are and how they are made; (2) background on Indian treaties; (3) treaty enforcement and change; (4) the future of Indian treaties; and (5) a simulation game clarifying the problems and frustrations of cross-cultural negotiation. Section 3 discusses the Indian fishing rights controversy, particularly with regard to the Northwest salmon fishing industry, and includes a simulation game pitting salmon fishermen against the state Department of Fisheries. Appendices include Article I, Section 8 of the U.S. Constitution, the Treaty of Paris (1783) between the United States and Great Britain, the Treaty of Medicine Creek (1854) between the United States and nine Northwest tribes, and illustrations of salmon fishing gear in Puget Sound. (SV)

ED 301 394 RC 016 853
Raup, Alfred, Jr. Plato, Kathleen C.
Program for Migrant Children's Education: 1987 Washington State Evaluation Report.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Report No.—IPS-613-88
Pub Date—Feb 88
Note—47p.; For 1983 report, see ED 256 541.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accountability, Educational Assessment, Elementary Secondary Education, Eligibility, Enrollment, *Migrant Children, *Migrant Education, Migrant Youth, Program Administration, Program Content, Program Design, *Program Evaluation, *State Federal Aid, State Programs
Identifiers—ECIA Chapter 1 Migrant Programs, *Washington
This report describes the instructional and support services delivered directly to migrant children and youth in Washington State. It also describes the statewide services provided through special projects and programs. The report details the use of federal grant awards to the state for fiscal 1987. There are five sections to the report. Section 1, "State-level Administrative Activities," describes the role of the state migrant education office and its capabilities for monitoring, record-keeping, staff training, and data transfer. The section also discusses the Migrant Education Regional Offices (MERO), whose staffs are responsible for inservice education, coordination of state-level projects, facilitation of parent involvement, and development and distribution of materials. Section 2 discusses the "Eligible Student Population," focusing on aspects of family mobility, migration patterns, and other state demographics. The section also includes break-downs of the migrant children population in terms of living status, the time of year they attend school programs, and their ethnic background. Section 3 presents an account of the number of children who actually received instructional or support services through the migrant education program during the 1986-87 school year. It further defines the served population using characteristics described in state law. Section 4 discusses student achievement statistics. Section 5 looks at "Statewide Services and Special Programs," particularly in the areas of health, special education, and preschool programs. Fourteen tables illustrate various demographic aspects of the state population, migrant students and their standardized test scores. (TES)

ED 301 395 RC 016 854
Persons of Spanish Origin by State: 1980. Supplementary Report. 1980 Census of Population.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Report No.—PC80-S1-7
Pub Date—Aug 82
Note—25p.; Some census data may differ from totals in other 1980 reports to reflect corrections. For related document, see ED 224 652.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Census Figures, Demography, *Ethnic Distribution, Ethnic Studies, *Hispanic Americans, Mexican Americans, Minority Groups, *Population Distribution, Population Trends, Puerto Ricans, Racial Composition, *Residential Patterns, Spanish Americans
This supplemental report to the 1980 U.S. census presents counts of people of Spanish origin by type (Mexican, Puerto Rican, Cuban, and Other) in the United States, U.S. regions, divisions, and individual states. Counts of the Spanish and non-Spanish populations by races also are provided. In addition, the report evaluates reporting on the 1980 census item on Spanish/Hispanic origin or descent. In 1980, the Spanish origin population total represented an increase of 61 percent over the 1970 figure. The sharp increase appears to have resulted in part from high fertility, better counting measures, and substantial immigration from Mexico, Cuba and other Central American and South American countries. The Mexican origin population, which constituted the largest single group of Spanish people in the United States, showed a 10-year increase of 93 percent. In 1980, more than 60 percent of the nation's Hispanics lived in California, Texas, and New York. California ranked first with 4.5 million Hispanics, Texas ranked second with 3 million Hispanics and New York ranked third with 1.7 million Hispanics. Florida and Illinois ranked fourth and fifth, respectively, each with more than 600,000 Hispanic people. These five states held the same rank positions in 1970. The document contains 12 tables. (TES)

ED 301 396 RC 016 855
Spencer, Gregory
Projections of the Hispanic Population: 1983 to 2080.
Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date—Nov 86
Note—91p.; For related document, see ED 255 420. Tables contain small type that may not reproduce clearly.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Journal Cit—Current Population Reports; Series

P-25 n995 Nov 1986
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Census Figures, Demography, Ethnic Studies, Expectancy Tables, *Futures (of Society), *Hispanic Americans, Immigrants, *Population Growth, *Population Trends, *Predictive Measurement, Tables (Data)
This report contains the first projections produced by the federal government of the Spanish-origin population by age, sex, and race for the years 1983 to 2080. These national projections, based on 1982 population estimates, show what the future Spanish-origin population would be under various assumptions about fertility, mortality, and net immigration trends. Three different assumptions were made about the possible future course of each of these components of population change. Review of the assumptions yields the conclusion that these projections may be somewhat conservative with respect to the future size of the Spanish-origin population. The report suggests that the Hispanic population may double within 30 years and triple in 60, with most of the growth occurring among older persons. It predicts that even without international migration, the Spanish-origin population may grow more quickly than most other major population groups with immigration. The document contains numerous tables and graphs. (TES)

ED 301 397 RC 016 856
Data for Small Communities. Factfinder for the Nation.
Bureau of the Census (DOC), Suitland, Md.
Report No.—CFF-22-(Rev)
Pub Date—Jan 86
Note—13p.
Available from—Data User Services Division, Customer Services, Bureau of the Census, Washington, DC 20233 ($.40).
Pub Type— Guides - Non-Classroom (055) — Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Census Figures, Community Characteristics, *Demography, *Government Publications, Population Distribution, *Resource Materials, *Rural Areas, Rural Urban Differences, Statistical Data
Identifiers—Bureau of the Census, *Nonmetropolitan Areas
This brief report describes data available from the Census Bureau for counties, cities, and county subdivisions (such as townships) in the United States. The principal focus is on small communities. Statistical information published only for metropolitan areas or large cities is not discussed in this document. The document describes the census and the kinds of data it collects. Only the latest final reports are considered. The document shows various types of data published and the forms in which they are available. Subjects of government census reports include population and housing; retail and wholesale trade; service, mineral and construction industries; manufactures; governments; and agriculture. The Census Bureau collects and publishes data for two kinds of small areas: Governmental (cities, congressional districts, and Indian reservations, for example); and Statistical (statistically consolidated areas, census county divisions, census designated places, ZIP codes, and other bureau divisions.) The 10-year census of population and housing is the most important source of data for small communities, with four series of reports containing the greatest detail at the county level. The bureau also has microfiche information, computer tape files, and maps which contain data relevant to small communities. The document outlines census information on agriculture, economic data, governments, the census statistical periodic publications, and census reference materials. There is also a section on locating the data and where to apply for more information. The document includes several examples of census tables. (TES)

ED 301 398 RC 016 857
Kalbacher, Judith Z. DeAre, Diana
Rural and Rural Farm Population: 1987.
Bureau of the Census (DOC), Suitland, Md.; Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.
Pub Date—Jun 88
Note—48p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Journal Cit—Current Population Reports; Series P-27 n61 Jun 1988
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Census Figures, *Demography, Farmers, *Population Distribution, Population Trends, Rural Areas, Rural Economics, *Rural Farm Residents, Rural Nonfarm Residents, *Rural Population, Rural Urban Differences, Statistical Data
Identifiers—Current Population Survey, *Farm Population
This government report presents information on age, sex, labor force activities, and race and ethnic origin of the rural and rural farm population for 1987. Also included are fertility characteristics for the June 1987 Current Population Survey (CPS) supplement and data from the March 1987 CPS supplement on marital status, household, family composition, and income and poverty. The number of people living in rural areas of the United States in 1987 was 63.8 million, with about 4.9 million of these living on farms. Farm residents represented 30.2% of the total population in 1920 but by 1987, that figure had fallen to 2%. Half the farm population lived in the Midwest, with the South containing 29 percent of the population, according to the 1987 figures. There was a higher proportion of Whites and lower proportions of Blacks and people of Hispanic origin on farms as compared with the nonfarm population. The median age of rural farm residents was 37.6 years in 1987. About 69% of farm residents age 15 or older were in the labor force in 1987, compared with 65% of the nonfarm population. Farm residents of both sexes were much more likely to be self-employed or unpaid family workers and less likely to work for wages and salaries. Money income for the year 1986 was generally lower for households and families living on farms than for those in nonfarm areas. The median income was $21,655 for farm households and $24,979 for nonfarm households. The document includes 5 graphs, 16 pages of tables and an appendix of "Definitions and Explanations." (TES)

ED 301 399 RC 016 858
Demmert, William G., Jr., Ed.
Indigenous Peoples and Education in the Circumpolar North.
Spons Agency—Alaska State Dept. of Education, Juneau.
Pub Date—87
Note—99p.; Papers presented at the Meeting sponsored by the Steering Committee for the International Cross-Cultural Education Seminar Series in the Circumpolar North (Auke Lake, AK, May 19-24, 1985).
Pub Type— Reports - General (140) — Information Analyses (070) — Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Access to Education, Alaska Natives, Canada Natives, *Educational Discrimination, Elementary Secondary Education, Equal Education, Eskimos, Ethnic Groups, *Indigenous Populations, *Minority Groups, Multicultural Education, Social Bias
Identifiers—Canada (North), Greenland, Northwest Territories, Scandinavia, Soviet Education
This collection of papers represents an attempt to define better the purposes and content of education among the indigenous peoples of the circumpolar north. All the papers, except one on the Soviet Union, were written by members of indigenous groups in the far north. They are professionally involved in the field of Native education in their respective countries. (The exception was prepared by a scholar from England whose special field of expertise derives from his study of the indigenous minority peoples of the Soviet north.) In his paper, "Education and the Native Saamis," Jan Henry Keskitalo expresses the need to have a realistic relationship among the school, the local Saami society, and the majority society of Scandinavia. Ingmar Egede, in his paper "Education in Greenland, 1985," offers a general review of the Greenland educational situation from the early 18th century to 1985. In "Educational Opportunities for the Native Canadian," Mary Cousins deals specifically with education of the Inuit people of the Northwest Territories. Terence Armstrong reviewed available documents to synthesize a comprehensive description: "Education of Minority Peoples in Northern USSR." William Demmert's "Native Education: The Alaskan Perspective" is an historical review of education for Alaska Natives which also provides the background for a description of current programs and activities for Native Alaskan students. (TES)

ED 301 400 RC 016 860
Indian Education Amendments. (Report to Accompany S. 1645). 100th Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.
Report No.—Senate-R-100-233
Pub Date—30 Nov 87
Note—73p.; Calendar No. 457. For related documents, see ED 297 924-925.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Affirmative Action, *American Indian Education, Early Childhood Education, Elementary Secondary Education, *Federal Aid, *Federal Indian Relationship, *Federal Legislation, Government Role, Grants, Public Schools, *School Funds, Tribes, Trust Responsibility (Government)
Identifiers—Bureau of Indian Affairs, *Bureau Of Indian Affairs Schools, Congress 100th, Contract Schools, *Indian Education Amendments Act 1987, Tribally Controlled Schools
In this report, the Select Committee on Indian Affairs, having considered Senate bill 1645 (S. 1645) to reauthorize certain Indian educational programs, presents an amended bill and recommends its passage by unanimous vote. In late 1986, the Bureau of Indian Affairs (BIA) proposed to turn over all BIA schools to the states, if affected tribes refused to contract for their operation. Indian reaction to this proposal was strongly negative. S. 1645 as introduced placed BIA schools under Congressional "protection" and froze certain education regulations in place. The Committee substitute bill simply prohibits transfer of BIA schools to non-tribal entities without tribal or Congressional consent, and it establishes regional panels to review BIA education regulations. The amended bill also (1) adds a small formula grant to tribal supplemental programs for early childhood education; (2) rewrites scattered authorizations to create a single document covering the entire Indian Education Act; (3) clarifies eligibility requirements for Indian students in public schools; (4) establishes Gifted and Talented Centers at two tribal colleges; (5) requires that Indian preference be used in employment at the Office of Indian Education, Department of Education; and (6) proposes a White House Conference on Indian education. The report includes background and legislative history of S. 1645, section by section analysis, a cost estimate from the Congressional Budget Office, letters of strong opposition from the BIA and partial opposition from the Department of Education, and the texts of all changes to existing laws made by S. 1645. (SV)

ED 301 401 RC 016 862
Bennett, Kathleen And Others
Yup'ik Women's Ways of Knowing.
Pub Date—[9 Apr 88]
Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alaska Natives, *Childrens Games, Cultural Education, *Eskimos, *Females, Field Interviews, Field Studies, Naturalistic Observation, *Story Telling
Identifiers—Alaska, *Story Knife Tales, Story Telling by Children, *Yupik Eskimos
This paper describes storyknifing activities practiced by a small group of young girls in a Yup'ik Eskimo village on the Kuskokwim River in Alaska. Storyknifing is a form of play in which girls tell stories to one another, while making drawings and designs in mud or snow. The girls will sit in a circle for hours at a time, taking turns telling stories and using the storyknife to illustrate them. The illustrations are generally in a "blueprint" style which depict houses, furnishings, and people. The activity plays a significant cultural role in the lives of the Yup'ik women, providing a means for them to interpret the tremendous influences of western culture within their world. The authors closely observed storyknifing activities in order to explain how young girls become enculturated into Eskimo society. Despite the tremendous western influences on even the remotest Yup'ik villages in southwestern Alaska, storyknifing continues to serve as a means by which

young girls come to know their culture and themselves. Past generations in more traditional Yup'ik Eskimo society used the activity of storyknifing to transmit culture from the elders to the children. Through this activity, which provided hours of entertainment for the young girls, many of the core values, folklore and behaviors of the community were practiced and reinforced. Now, with the westernization of the culture, storyknifing is, in many villages, no longer part of the daily lives of the children. Contains 11 references, 2 stories and several symbols used in storyknifing. (TES)

ED 301 402 RC 016 863
Killian, Joyce E. Byrd, David M.
Teachers' Perspectives on What Promotes Instructional Improvement in Rural Schools.
Pub Date—8 Apr 88
Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Appendix B will not reproduce well.
Pub Type— Speeches/Meeting Papers (150) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College School Cooperation, *Educational Change, Educational Research, Elementary Education, *Faculty Development, Higher Education, Inservice Teacher Education, *Instructional Improvement, Rural Education, *Rural Schools, *Teacher Attitudes
This study examined the incentives and obstacles to instructional improvement perceived by 27 rural elementary teachers who participated in a cooperative school district/university language arts staff development project. Participants were almost all female, and averaged 42 years of age and 12 years of teaching experience. Most had lived in the rural area where they taught for most of their lives, and they had a record of commitment to professional growth. Courses in the project used several "bridging" activities to aid the transition from discussing curricular change on campus to making changes in the classroom. During coursework, participants kept running journals in which they informally recorded their observations, reactions, insights, and plans. These comments frequently noted the obstacles and incentives teachers perceived in their past, present, and planned attempts at instructional improvement. Researchers analyzed such passages, identified common themes, and designed a survey which was mailed to participants the following semester. Ten subjects also participated in followup interviews. Major obstacles to change included lack of financial resources, an already crowded curriculum, and isolation from peers with similar interest. Professional self-esteem was the most prevalent incentive to project participation, and collegiality among participants was a strong force during coursework. Back in the classroom, teachers reported that interest and enthusiasm from students and parents were major sources of maintenance support. Most administrators were supportive, but only a quarter were actively involved in the implementation process. Contains 17 references. (SV)

SE

ED 301 403 SE 049 739
Space Technology To Meet Future Needs.
National Academy of Sciences - National Research Council, Washington, DC. Aeronautics and Space Engineering Board.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Pub Date—87
Contract—NASW-4003
Note—184p.; Graphs, charts, and colored photographs may not reproduce well.
Available from—Aeronautics and Space Engineering Board, National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418.
Pub Type— Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Aerospace Education, *Aerospace Technology, *College Science, Higher Education, *Long Range Planning, Physical Sciences, Research and Development, Science Education, Science Programs, Sciences, *Space, *Space Exploration, Space Sciences, *Technological Advancement, Technology
Identifiers—Technological Forecasting
The thrust of this book is to indicate relative priorities of technology and the rationale for investment in United States space technology to meet future needs as assessed by the Committee on Advanced Space Technology. In part one, a discussion of potential mission sets is given, including: (1) "Mission Requirements for Space Transportation; (2) "Space Science and Applications: Technology Driver Missions"; (3) "Defense Space Research and Development Requirements and Technology Drivers"; and (4) "Humans in Space." In part two, recommendations are made regarding adequate programs in the technology areas of "Propulsion"; "Technology for Humans in Space"; "Life Support Systems"; "Automation, Robotics, and Autonomous Systems"; "Power"; "Materials and Structures"; "Information and Control Systems"; and "Sensors." In part three, rough priorities and estimated costs of each of the technology areas are discussed. Included is a bibliography and a list of participants. (ML)

ED 301 404 SE 050 090
Manual on Cost-Effectiveness of Training Modalities in Population Education. Population Education Programme Service Series.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Principal Regional Office for Asia and the Pacific.
Report No.—BKP/88/OPE/4-2000
Pub Date—88
Note—84p.; Reprinted (or adapted) from Manual on Cost-Effectiveness of Training Modalities in Population Education of the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) specifying the date of issue. Gray-shaded graphs and charts may not reproduce well.
Available from—UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*College Science, Family Planning, Higher Education, Overpopulation, *Population Education, *Population Growth, Research, Research Design, *Research Methodology, Science Education, Science Instruction, Trainers, Training, *Training Methods, *Workshops
Identifiers—*Population Awareness Education, Population Control
This manual is the result of a regional training workshop on the cost-effectiveness of different training strategies in population education by Unesco in Kathmandu, Nepal, June 1-8, 1987. The purpose of the manual is to enable project staff to initiate studies to determine cost-effective training strategies in population growth control education. Topics include: (1) training strategies; (2) cost effectiveness; (3) program design and instrumentation; (4) data analysis; (5) managerial considerations; (6) research proposal preparation; and (7) sample research proposal and prototype instruments. Included is a proposed line-item budget for one year of research. (ML)

ED 301 405 SE 050 092
100 Commonly Asked Questions about the New AHERA Asbestos-in-Schools Rule.
Environmental Protection Agency, Washington, D.C. Office of Toxic Substances.
Pub Date—May 88
Note—65p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Asbestos, College Science, *Design Requirements, Elementary School Science, *Elementary Secondary Education, Environment, *Federal Regulation, *Hazardous Materials, Higher Education, *Occupational Safety and Health, Physical Health, Public Agencies, Science Education, Science Instruction, Secondary School Science
Identifiers—*Asbestos Hazard Emergency Response Act 1986, Environmental Protection Agency
This is a collection of commonly asked questions about the new Asbestos-Containing Material in Schools rule announced by the United States Environmental Protection Agency (EPA) in October 1987, under the Asbestos Hazard Emergency Response Act (AHERA) of 1986. It is offered as a guide to help school officials, training providers, and accredited persons better understand the new AHERA regulations. Many questions are answered directly and completely. Other questions are answered in general terms as the EPA's stance may change depending upon particular circumstances for individual schools. (ML)

ED 301 406 SE 050 093
Engineering Personnel Data Needs for the 1990s.
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—88
Grant—SRS-8713205
Note—87p.; Report on Occupational Mobility and Flow Dynamics, Maintaining Technical Currency, International Flows and Underrepresented Groups: Women and Minorities.
Available from—Office of Scientific and Engineering Personnel, National Academy of Sciences, 2101 Constitution Avenue, NW, Washington, DC 20418.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Science, *Databases, Engineering, Engineering Education, *Engineers, Higher Education, *Long Range Planning, Minority Groups, Occupational Mobility, Personnel, *Personnel Data, *Prediction, Profiles, Science Education
Identifiers—National Research Council
This report summarizes the deliberations of the Office of Scientific and Engineering Personnel's Committee on Data Needs for Monitoring Labor-Market Conditions for Engineers. The purpose of this report is to help the profession make existing data bases on engineers more complete, accurate, and compatible. The report is also intended to help funding agencies with their data collection and analytic efforts in the 1990s. The current data bases were evaluated in terms of occupational mobility and flow dynamics, technical currency, international flows of engineers, and the role of underrepresented groups in engineering. Two major conclusions were reached: (1) current data bases are quite valuable in understanding engineering labor markets; and (2) the value of data bases can be increased significantly by improved cross-correlation, dissemination of unpublished materials, and the increase of their longitudinal nature. Fifteen recommendations are included. Four appendices are included. The first is a background paper by Engin Inel Holstrom which includes an overview of engineering databases, specific data on databases produced by 10 organizations, and outlines of engineering taxonomies. The remaining three appendixes provide the agenda, a list of 60 participants, and an 11-page summary of discussions of a Workshop on Data Needs for the 1990s, held March 28, 1988. (ML)

ED 301 407 SE 050 095
Ranney, Michael Thagard, Paul
Explanatory Coherence and Belief Revision in Naive Physics.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Naval Research, Arlington, Va.
Report No.—UPITT/LRDC/ONR/APS-17
Pub Date—Jul 88
Contract—ONR-N00014-84-K-0223
Note—15p.; Supported also by the James S. McDonnell Foundation. Drawings may not reproduce well.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, *Cognitive Restructuring, Cognitive Structures, *College Science, Computer Oriented Programs, Computers, *Computer Uses in Education, Concept Formation, Higher Education, High Schools, *Learning Processes, Learning Theories, *Misconceptions, *Physics, Secondary School Science
Identifiers—Connectionism
Students of reasoning have long tried to understand how people revise systems of beliefs. This paper maintains that people often change their beliefs in ways driven by considerations of explanatory coherence. In this report, a computational model is described of how experimental subjects revise their naive beliefs about physical motion. First, instances in which subjects changed their beliefs while learning elementary physics are presented. Each of these cases involved an individual's attempt to explain a surprising observation. Next it is shown how their

belief revisions can be modeled using ECHO, a connectionist computer program that uses constraint-satisfaction techniques to implement a theory of explanatory coherence. The resulting simulations even captured temporal characteristics of the observed changes in beliefs. Finally, the model's representational sensitivity and procedural robustness are discussed. The paper concludes by showing how ECHO can be used to generate empirical predictions about subjects' current beliefs. (ML)

ED 301 408 SE 050 096
Penick, John E., Ed. Berne, Mitzi, Ed.
Elementary Science Revisited. Focus on Excellence, Volume 4, Number 3, Number 3.
National Science Teachers Association, Washington, D.C.
Spons Agency—Iowa Univ., Iowa City. Science Education Center.; National Science Foundation, Washington, D.C.
Report No.—ISBN-0-87355-073-0
Pub Date—88
Grant—NSF-MST-8216472
Note—61p.
Available from—National Science Teachers Association, 1742 Connecticut Avenue, NW, Washington, DC 20009 ($7.00).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Demonstration Programs, *Elementary Education, *Elementary School Curriculum, Elementary Schools, *Elementary School Science, Experimental Programs, Field Tests, Innovation, Science Curriculum, *Science Education, *Science Instruction, Validated Programs
Identifiers—*Excellence
In this report, the search is continued for exemplary elementary science programs. Included is a chapter explaining the excellence in elementary science concept which touches upon: (1) goals; (2) characteristics of an ideal curriculum; (3) resources and materials; (4) administrative leadership; (5) classroom environment; and (6) program evaluations. Thirteen programs are described relating individual program history, goals, instructional methods, and method of evaluation. The report concludes with a discussion of what makes an exemplary program. This, the second search for exemplary programs, was begun in 1985 by the National Science Teachers Association and is its first repeat of a search in a specific area. (ML)

ED 301 409 SE 050 103
Nordstrom, Brian H.
Computer-Assisted-Instruction: A Review of Research on the Effectiveness of CAI.
Pub Date—88
Note—17p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Science, *Computer Assisted Instruction, Computer Oriented Programs, Computer Simulation, Computer Uses in Education, Elementary School Science, *Elementary Secondary Education, Higher Education, *Individualized Instruction, Instructional Effectiveness, *Microcomputers, *Programed Instructional Materials, Science Education, Science Instruction, *Secondary School Science, Teaching Methods
This reivew of research examines the effectiveness of computer-assisted-instruction (CAI) in raising the achievement levels of students at various levels and areas of instruction. The review studies four main categories of material written about CAI: (1) opinion papers; (2) descriptions of available hardware; (3) reports evaluating the effectiveness of CAI packages; and (4) guidelines and suggestions for authors of CAI software. It is suggested that CAI works best with low achievers and lower grade levels. At higher levels the novelty of computers is gone and no significant difference due to the use of CAI has been found over most other procedures. Contains 25 references. (ML)

ED 301 410 SE 050 110
Crumb, Glenn H. Monroe, Rula Ewing
CAI Use by Developmental Studies Students.
Pub Date—88
Note—28p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Basic Skills, *College Mathematics, *Computer Assisted Instruction, Computer Oriented Programs, *Computer Uses in Education, *Developmental Studies Programs, Higher Education, *Mathematics Anxiety, Mathematics Education, Mathematics Instruction, Mathematics Skills, Problem Solving, Remedial Programs, *Skill Development, Undergraduate Study
This study, conducted with college developmental studies students, explored possible relationships between individualized computer-assisted instruction (CAI) in basic mathematics skills and each of two variables; mathematics knowledge and anxiety toward mathematics. Both experimental (N=5) and control (N=12) groups made significant gains in computational and problem-solving skills during the treatment period of one semester; however, only the experimental group (using individualized CAI) evidenced a significant decrease in mathematics anxiety. These results suggest that using CAI may be an appropriate non-threatening means of addressing the needs of developmental studies students who possess math anxiety and mathematics computational and problem-solving skills needs. Includes 17 references. (Author/MVL)

ED 301 411 SE 050 117
Goodstein, Madeline P.
Sci-Math: Applications in Proportional Problem Solving. Module One.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—ISBN-0-201-20072-4
Pub Date—83
Grant—NSF-SED77-18444
Note—100p.; For the teacher's guide, see SE 050 118; for module 2, see SE 050 119-120.
Available from—Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, CA 94025 ($6.75, #20072).
Pub Type— Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—Fused Curriculum, Integrated Activities, *Integrated Curriculum, Mathematical Applications, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Problem Solving, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science
Identifiers—Mathematical Thinking
Sci-Math is an interdisciplinary curriculum intended to help students develop the math skills needed for science, especially dimensional analysis, ratio, and the concept of proportion. Sci-Math is divided into two modules with each module having a student and teacher's guide. This module is a pre-algebra module dealing with the arithmetic and logic of proportions while module two is an algebra module that examines the symbolic equations and graphing of proportions. Both modules can be integrated into a one-year course in physical science or used selectively in a chemistry course with students of poor math skills. The student guide for this module contains five concepts: (1) one-step rate problems; (2) method of units analysis; (3) ratios; (4) relationships; and (5) problem solving. Each concept is defined and sample problems are given along with many problem sets. Answers to selected problems are included at the end of the guide. Each concept has several activities and most have experiments. (ML)

ED 301 412 SE 050 118
Goodstein, Madeline P.
Sci-Math: Applications in Proportional Problem Solving. Module One Teacher's Guide.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—ISBN-0-201-20073-2
Pub Date—83
Grant—NSF-SED77-18444
Note—102p.; For the student text, see SE 050 117; for module 2 see SE 050 119-120.
Available from—Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, CA 94025 ($9.12, #20073).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Fused Curriculum, Integrated Activities, *Integrated Curriculum, Mathematical Applications, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Problem Solving, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science
Identifiers—Mathematical Thinking
Sci-Math is an interdisciplinary curriculum intended to help students develop the math skills needed for science, especially dimensional analysis, ratio, and the concept of proportion. Sci-Math is divided into two modules with each module having a student and teacher's guide. Module one is a pre-algebra module dealing with the arithmetic and logic of proportions while module two is an algebra module that examines the symbolic equations and graphing of proportions. Both modules can be integrated into a one-year course in physical science or used selectively in a chemistry course with students of poor math skills. The teacher's guide for module one contains answers to commonly asked questions on the articulation of Sci-Math into the curriculum. Performance objectives, answers to the problems, and teaching suggestions are given for each concept. A suggested format for student constructed report sheets is included. (ML)

ED 301 413 SE 050 119
Goodstein, Madeline P.
Sci-Math: Applications in Proportional Problem Solving. Module Two.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—ISBN-0-201-20074-0
Pub Date—83
Grant—NSF-SED77-18444
Note—145p.; For the teacher's manual, see SE 050 120; for module 1, see SE 050 117-118.
Available from—Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, CA 94025 ($6.75, #20074).
Pub Type— Guides - Classroom - Learner (051)
Document Not Available from EDRS.
Descriptors—*Algebra, Fused Curriculum, Integrated Activities, *Integrated Curriculum, Mathematical Applications, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Problem Solving, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science
Identifiers—Mathematical Thinking
Sci-Math is an interdisciplinary curriculum intended to help students develop the math skills needed for science, especially dimensional analysis, ratio, and the concept of proportion. Sci-Math is divided into two modules with each module having a student and teacher's guide. Module one is a pre-algebra module dealing with the arithmetic and logic of proportions while this module is an algebra module that examines the symbolic equations and graphing of proportions. Both modules can be integrated into a one-year course in physical science or used selectively in a chemistry course with students of poor math skills. The student guide for this module contains seven concepts: (1) determining relationships; (2) determining meaning from equations; (3) writing direct proportion equations; (4) using inverse proportions; (5) an advanced treatment of equations; (6) problem solving; and (7) graphs. Each concept is defined with sample problems and many homework problems. Each concept has at least one activity and the answers to selected problems are given. (ML)

ED 301 414 SE 050 120
Goodstein, Madeline P.
Sci-Math: Applications in Proportional Problem Solving. Module Two Teacher's Guide.
Spons Agency—National Science Foundation, Washington, D.C.
Report No.—ISBN-0-201-20075-9
Pub Date—83
Grant—NSF-SED77-18444
Note—94p.; For student text, see SE 050 119; for module 1, see SE 050 117-118.
Available from—Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, CA 94025 ($9.12, #20075).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Algebra, Fused Curriculum, Integrated Activities, *Integrated Curriculum, Mathematical Applications, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Problem Solving, Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Mathematics, *Secondary School Science
Identifiers—Mathematical Thinking
Sci-Math is an interdisciplinary curriculum intended to help students develop the math skills needed for science, especially dimensional analysis, ratio, and the concept of proportion. Sci-Math is

divided into two modules with each module having a student and teacher's guide. Module one is a pre-algebra module dealing with the arithmetic and logic of proportions while module two is an algebra module that examines the symbolic equations and graphing of proportions. Both modules can be integrated into a one-year course in physical science or used selectively in a chemistry course with students of poor math skills. The teacher's guide for module two contains answers to commonly asked questions on the articulation of Sci-Math into the curriculum. Performance objectives, answers to the problems, and teaching suggestions are given for each concept. A suggested format for student constructed report sheets is included. (ML)

ED 301 415 SE 050 126
Shainline, Michael
Program To Integrate Math and Science. Evaluation Report.
Albuquerque Public Schools, NM. Planning, Research and Accountability.
Pub Date—Aug 87
Note—20p.; Graphs may not reproduce well.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Design, Curriculum Development, Elementary School Mathematics, Elementary School Science, *Integrated Activities, *Integrated Curriculum, Junior High Schools, Mathematics Education, Mathematics Instruction, *Middle Schools, Physical Sciences, Science Education, Science Instruction, *Secondary School Mathematics, *Secondary School Science
Identifiers—Albuquerque Public Schools NM
In order to implement a program to integrate mathematics and science instruction at the middle school level a proposal was developed which cited the need for students to recognize the interdependence of science and mathematics by applying quantitative methods to the analysis and communication of scientific concepts, and, through such application, to be aware that mathematics carries the main burden of scientific reasoning and is the core of the major theories of physical science. Some findings of the evaluation of this program include: (1) the vast majority of participating teachers felt that the use of the objectives of the program had enhanced the quality of their classroom teaching; (2) teachers felt that their awareness of the relationship between science and math had increased; and (3) communication and sharing among teachers had improved as a result of participation in the program. Proposal goals are listed for teachers and students. (MVL)

ED 301 416 SE 050 130
Rosser, Sue V.
Teaching Science and Health from a Feminist Perspective. A Practical Guide. The Athene Series.
Report No.—ISBN-0-08-033997-2
Pub Date—86
Note—246p.; For other publications in this series see ED 297 989-991 and ED 299 140.
Available from—Pergamon Press, Maxwell House, Fairview Park, Elmsford, NY 10523 ($16.60, softcover–ISBN-0-08-033997-2; $27.50, hardcover –ISBN-0-08-033135-1).
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Biology, *College Science, *Course Descriptions, Females, *Feminism, *Health Education, Health Programs, Higher Education, *Science Curriculum, Science Education, Secondary Education, Secondary School Science
This guide focuses on the content and methodological approaches useful in teaching basic and applied science courses from a feminist perspective. Course content and pedagogical methods for including the feminist perspective are discussed for different curricula, including biology, women's studies, and health. A discussion of approaches for integrating perspectives other than that of the dominant racial/ethnic class, sexual preference, and religious groups is included in each chapter. Thirty-one syllabi of courses actually being offered demonstrate that feminist theory is being put into practice. Also included in this volume are discussions of feminists' perspectives and the positive rewards of teaching from this perspective. (CW)

ED 301 417 SE 050 131
Mann, Lori D. And Others
Excellence in Environmental Education: Gaining Momentum for the Challenge Ahead. Selected Papers from the Annual Conference of The North American Association for Environmental Education (16th, Quebec City, Quebec, Canada, October 16-21, 1987).
North American Association for Environmental Education, Troy, OH.
Pub Date—Jul 88
Note—582p.; For previous edition, see ED 287 691.
Available from—North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($11.00).
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF03/PC24 Plus Postage.
Descriptors—Citizen Participation, Communications, *Curriculum Development, *Educational Technology, Elementary Secondary Education, *Environmental Education, Higher Education, Instructional Design, *International Cooperation, *Professional Associations, Science and Society, *Teacher Education, Teaching Methods
Identifiers—Environmental Education Research
This document contains the proceedings of the annual conference of the North American Association for Environmental Education (NAEE). The conference featured seven keynote addresses and invited speakers, multiple workshops, panels, symposia, and contributed presentations. The first section of this document contains the speeches delivered by the keynote speakers as well as general session addresses. The remaining chapters contain extended abstracts of the conference presentations, including symposia and panels. Topics covered by the papers and symposia of this conference cover the areas of: (1) environmental education (EE) curriculum and instruction; (2) teacher education; (3) higher education and non-teaching professions; (4) environmental studies; (5) EE in the nonformal realm; (6) citizen action; (7) EE and communications; and (8) international EE. In instances where an extended abstract was not submitted, the short abstract from the conference program was included in order to provide a complete record of the conference. An author list of 128 names is provided. (CW)

ED 301 418 SE 050 133
Kohrmann, Marie
Mathematics for Vocational Nursing Tutorial Modules. Adult Literacy Project.
Grayson County Coll., Denison, TX.
Spons Agency—Texas Higher Education Coordinating Board, Austin.
Pub Date—88
Note—67p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, Instructional Materials, Mathematics Education, Mathematics Instruction, *Nursing, Nursing Education, Postsecondary Education, Remedial Instruction, *Remedial Mathematics, Remedial Programs, Secondary School Mathematics, *Tutorial Programs, Vocational Education
Identifiers—Adult Literacy Project
The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing these efforts were to design a series of modules for teaching reading, writing, and math, and to provide adults with basic employment skills. This tutorial is to improve the mathematics skills needed for vocational nursing. The four modules include a discussion of the properties of mathematics, fractions, decimals and percents, and ratios and proportions. Included in each module are examples and problem sets. The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs. (MVL)

ED 301 419 SE 050 134
Munn, Anne
Mathematics for Electronics Tutorial Modules. Adult Literacy Project.
Grayson County Coll., Denison, TX.
Spons Agency—Texas Higher Education Coordinating Board, Austin.
Pub Date—88
Note—52p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Literacy, *Electronics, Instructional Materials, Mathematics Education, *Mathematics Instruction, Postsecondary Education, Remedial Instruction, *Remedial Mathematics, Secondary School Mathematics, *Tutorial Programs, Vocational Education
Identifiers—Adult Literacy Project
The purpose of this project was to produce an integrated program that effectively improves adult literacy, affects employment, enhances employability, and provides career adaptability. The goals directing these efforts were to design a series of modules for teaching reading, writing, and math, and to provide adults with basic employment skills. This tutorial is to improve the mathematics skills needed for electronics training. The three modules include basic algebra terms, evaluation of algebraic expressions, and scientific notation. Included in each module are objectives, a pretest, exercises, and a posttest. The modules within this project are appropriate for selected vocational clients as well as non-college attending adults such as those participating in Job Training Partnership Act programs. (MVL)

ED 301 420 SE 050 135
Workshop on Science and Technology Education and Productive Work. Final Report.
Ministry of Education, Addis Ababa (Ethiopia).
Report No.—M/402/051/66
Pub Date—88
Note—21p.
Available from—Curriculum Department, Ministry of Education, P.O. Box 2346, Addis Ababa, Ethiopia.
Pub Type— Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors—*Agriculture, Agronomy, *Community Development, Developing Nations, *Foreign Countries, Human Resources, International Programs, *Rural Development, Rural Education, *Rural Resettlement, Science and Society, Science Education, *Technological Advancement, Technology, Workshops
Identifiers—*Ethiopia
This workshop was organized as a contribution to Ethiopia's human resettlement activities necessitated by the recurrent drought. The objectives of the workshop were to: (1) appraise the relevance of basic rural technologies and identify modalities of their application; (2) develop materials in the fields of biotechnology and basic technology; (3) develop strategies for strengthening and coordinating the activities of the Awraja Pedagogical Centre with community development programs; (4) enable participants to create and tighten links between science and technology educators and the productive occupation of the community; and (5) familiarize participants with the scientific foundation of agricultural practices such as crop protection. Eight session papers are included in this document covering basic irrigation technology, crop protection, work oriented adult education programs, and environmental health services. Resource persons were selected from various ministries which have their own field experts in the settlement areas. Also included are resolutions, addresses, and a list of the participants in the workshop. (CW)

ED 301 421 SE 050 139
Lai, Morris K. Whitman, Nancy C.
A Comparison of Mathematics Instruction in Tokyo and Hawaii Junior High Schools.
Pub Date—88
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Comparative Education, Cross Cultural Studies, Foundations of Education, *Junior High Schools, Mathematics Education, *Mathematics Instruction, *Mathematics Teachers, Secondary Education, *Secondary School Mathematics, *Teaching Methods
Identifiers—Hawaii, Japan (Tokyo)
Using items from the Second International Study of Mathematics (1984) and the "effective teaching" literature, this study found differences between Tokyo and Hawaii junior high school teachers in terms of background, instructional behavior, teaching load, use of time, emphasis of objectives, and use of calculators. Hawaii teachers spent more time explaining homework. Classroom discipline was a greater concern for Hawaii teachers than for Tokyo teachers. Calculators were used much less in the Tokyo classes than in the Hawaii classes. Several

other significant differences were found. It was noted that the instruments given to the Tokyo and Hawaii teachers were similar but several questions differed. Also, the comparisons were based on both public and private schools in Tokyo and only public schools in Hawaii. Finally, a random sampling of the Tokyo schools was used whereas all Hawaiian schools were invited to respond. (MVL)

ED 301 422 SE 050 141
O'Neill, Gertrudis, Comp.
Acid Rain: A Selective Bibliography. Second Edition. Bibliography Series Twenty-One.
California Polytechnic State Univ., San Luis Obispo. Library.
Pub Date—88
Note—34p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acid Rain, Biological Sciences, Botany, *College Science, Earth Science, *Ecology, *Environmental Education, Government Role, Higher Education, Legislation, Physical Sciences, *Reference Materials, Science Education, Secondary Education, *Secondary School Science
Acid rain is a term for rain, snow, or other precipitation produced from water vapor in the air reacting with emissions from automobiles, factories, power plants, and other oil and coal burning sources. When these chemical compounds, composed of sulfur oxide and nitrogen oxide, react with water vapor, the result is sulfuric acid and nitric acid. The eastern portion of North America and the northwest section of Europe are especially susceptible to acid rain. Acid rain has damaged buildings, forests, crops, and soil; polluted thousands of lakes, rivers, and streams; and injured millions of fish and other forms of aquatic life. The purpose of the second edition of this bibliography is to provide a list of recent articles, books, and documents available in the Robert E. Kennedy Library of the California Polytechnic State University (San Luis Obispo) on the problems of acid rain published since 1984. This bibliography is organized under the following headings: (1) "The Causes of Acid Rain"; (2) "The Effect of Acid Rain on Soils, Plants, and Forests"; (3) "The Effect of Acid Rain on Lakes, Ponds, and Aquatic Life"; (4) "The Effect of Acid Rain on Health"; (5) "Effects of Acid Rain on Materials"; and (6) "Acid Rain: Laws and Regulations." A total of 362 citations is provided. (CW)

ED 301 423 SE 050 142
North Carolina State Science Fair Handbook. 1988-89.
North Carolina State Board of Education, Raleigh.
Pub Date—88
Note—22p.; Photographs may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary School Science, Elementary Secondary Education, Extracurricular Activities, High Schools, Intermediate Grades, Junior High Schools, Laboratory Animals, Middle Schools, Problem Solving, Research Design, *Science Activities, Science Education, *Science Fairs, *Science Projects, Scientific Methodology, *Secondary School Science, *Student Projects
Identifiers—*North Carolina
Science fairs represent the culmination of student research efforts under the guidance of teachers and other persons interested in science topics. The total scientific process should be involved in the development of a project which results in a science fair exhibition. The student should learn to recognize problems, plan an experiment, gather and analyze data, and draw conclusions. In doing this, students gain self-confidence and the respect of their peers and often spark a life-long interest in science. Fairs also help to strengthen the links between the school and the local community. This pamphlet discusses the science fair movement in North Carolina, including state rules, regulations and judging criteria, and how to plan, conduct and present a science project for a science fair. Also included is the North Carolina code of practice for using animals in schools, and eight references. (CW)

ED 301 424 SE 050 143
Safety First in Science Teaching. Revised.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Science.
Pub Date—88
Note—90p.; Drawings may not reproduce well.
Pub Type— Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Elementary School Science, Elementary Secondary Education, Poisons, *Safety Education, *School Safety, *Science Activities, Science Education, *Secondary School Science
Safety is a very important consideration for science teachers at all levels. Hazardous conditions exist wherever science is taught, whether indoors or outdoors. Many feel that it is important for safety instruction to be an integral part of any science program if teachers are to provide the safest possible environment for their students. Since the courts have become more sensitive to the well-being of the individual, school personnel should accept the safety of each student as one of their major responsibilities. Teachers should know the appropriate steps to take in case of an accident or emergency and be aware of the potential hazards associated with any hands-on activity. This document is designed to serve as a resource for teachers and administrators who are responsible for the safety of students in a science program. It includes topics thought to be essential and pertinent to the various types of science or science related courses offered in elementary and secondary schools. Discussions include legal issues and recommendations, safety in the school science laboratory, the management of chemicals, and safety in school science classes indoors and outdoors. A bibliography of 78 articles, books, catalogs, government publications, and dissertations is included. (CW)

ED 301 425 SE 050 144
Biology. Report of Student Performance. Spring 1988. End of Course Testing.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Testing.
Pub Date—88
Note—53p.; Drawings and pages with small print may not reproduce well.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Achievement Tests, *Biology, High Schools, Science Education, *Science Tests, Scientific Concepts, *Secondary School Science, *Testing Programs, Test Norms, *Test Results, Test Reviews
Identifiers—*North Carolina
The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. Approximately 83.4 percent of the 77,154 students who took the biology test were in the tenth grade. Students taking biology in the ninth grade (8.3 percent) were on an accelerated track in which chemistry or physics was taken to fulfill the physical science requirement. Eight goals and 33 objectives were identified. Each objective was measured by at least seven items within each classroom. Each biology student took a test containing 66 common or core items and one of five different sets of 34 items during the final days of the school year. The average core score was 39.0 or 59.1 percent correct. On average, the 1988 biology students scored one raw score point higher than 1987 biology students. Average scores differed by parental education, ethnic group, grade level in school, and anticipated final course grade. The select group of students taking biology in the ninth grade had higher average scores than students at any other grade level. The appendix provides the performance in regions and school systems, and state percentile tables. (Author/YP)

ED 301 426 SE 050 145
Algebra I. Report of Student Performance. Spring 1988. End Course Testing.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Testing.
Pub Date—88
Note—84p.; Drawings and pages with small print may not reproduce well.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Achievement Tests, *Algebra, High Schools, Mathematical Concepts, Mathematics Achievement, Mathematics Education, *Mathematics Tests, *Secondary School Mathematics, *Testing Programs, Test Norms, *Test Results, Test Reviews
Identifiers—*North Carolina
The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. The 59,723 students who took the Algebra I End-of-Course Test in 1987-88 were a subgroup of the school population in the eighth through twelfth grades. The proportion of students taking Algebra I has increased slightly each year since 1986. Each Algebra I student took a test containing 60 common or core items and one of five different sets of 35 items during the final days of the school year. The average core score in 1988 was 39.2, or 65.3 percent correct. On average, the 1988 Algebra I students scored the same as 1987 Algebra I students in 1.5 raw score points higher than 1986 Algebra I students. Performance on the core test differed by parental education, ethnic group, grade level in school, and anticipated final course grade. The select group of students taking Algebra I in the eighth grade had higher average scores than students at any other grade level. The appendix provides the performance in regions and school systems, student characteristics, and state percentile tables. (Author/YP)

ED 301 427 SE 050 146
Algebra II. Report of Student Performance. Spring 1988. End of Course Testing.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Testing.
Pub Date—88
Note—76p.; Drawings and pages with small print may not reproduce well.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Achievement Tests, *Algebra, High Schools, *Mathematical Concepts, Mathematics Achievement, Mathematics Education, *Mathematics Tests, *Secondary School Mathematics, Testing, *Testing Programs, Test Norms, *Test Results, Test Reviews
Identifiers—*North Carolina
The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. It appears that more than 40 percent of a class of students and approximately 60 percent of Algebra I students take Algebra II. Each Algebra II student took a test containing one of four statistically equivalent 56-item cores and one of four different sets of 10 items during the final days of the school year. The average score on the 56-item core test was 36.2 or 64.6 percent correct. Performance on the core test differed by parental education, ethnic group, grade level in school, and anticipated final course grade. The select group of students taking Algebra II in the tenth grade had higher average scores than students at any other grade level. Average performance on the basic goals taught early in the course was higher than average performance on the more complex goals taught at the end of the course. Also, it appears that some areas of the curriculum need greater emphasis statewide. The appendix provides the performance in regions and school systems, student characteristics, and state percentile tables. (Author/YP)

ED 301 428 SE 050 147
Problem Solving Handbook for Grades K-2 Mathematics. Curriculum Support Series.
Manitoba Dept. of Education, Winnipeg.
Report No.—ISBN-0-7711-0142-2
Pub Date—83
Note—121p.; Drawings may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cognitive Development, Cognitive Structures, Curriculum Design, Decision Making, *Elementary School Mathematics, Foreign Countries, *Instructional Materials, *Learning Strategies, Mathematical Applications, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Mathematics Skills, Primary Education, *Problem Solving
Identifiers—Manitoba
This handbook has been structured to provide teachers (K-2) with the most recent research on problem solving. It contains information and practical applications which deal with the key concepts of problem solving in mathematics. The handbook consists of four sections. The first section establishes the background and gives the purposes of the handbook. The second section provides a general overview of problem solving. It identifies two types of problems and presents the stages of thinking when solving a problem. This section also describes

the key problem solving strategies which are commonly used in the primary grades. The third section includes the main body of the handbook containing a variety of activities for each grade level. Charts interface the activities with mathematical topics and problem solving strategies for each grade level. The last section contains a bibliography of 18 items which can be used as supplementary resources. (MVL)

ED 301 429 SE 050 148
Mathematics Assessment Program 1987; Grade 12-301. (With Manual and Scoring Key).
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—22672
Pub Date—Jun 87
Note—44p.
Pub Type— Tests/Questionnaires (160) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Foreign Countries, Grade 12, High Schools, Mathematical Concepts, *Mathematics Achievement, Mathematics Education, Mathematics Skills, *Mathematics Tests, *Secondary School Mathematics, *Test Items, Test Manuals
Identifiers—Manitoba (Winnipeg)
This is a part of the Manitoba Mathematics Assessment Program 1987. Actual testing material and the manual for grade 12 are provided. The test (38 items) requires 75 minutes to be taken. Part A (30 items) has core items for every student and Part B has optional items on which students write only two sections (8 items) from those designated by the teachers. The manual describes general testing instructions, administration, scoring method and key, and format for recording the final test scores. (YP)

ED 301 430 SE 050 149
Mathematics Assessment Program 1987; Grade 12-300. (With Manual and Scoring Key).
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—03650
Pub Date—Jun 87
Note—41p.
Pub Type— Tests/Questionnaires (160) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Foreign Countries, Grade 12, High Schools, *Mathematical Concepts, *Mathematics Achievement, Mathematics Education, Mathematics Skills, *Mathematics Tests, *Secondary School Mathematics, *Test Items, Test Manuals
Identifiers—Manitoba (Winnipeg)
This is a part of the Manitoba Mathematics Assessment Program 1987. Actual testing material and the manual for grade 12 are provided. The test (39 items) requires 90 minutes to be taken. Part A (31 items) has core items for every student and Part B has optional items on which students write only two sections (8 items) from those designated by the teachers. The manual describes general testing instructions, administration, scoring method and key, and format for recording the final test scores. (YP)

ED 301 431 SE 050 150
Mathematics Assessment Program 1987; Grade 9, Parts A, B, and C. (With Manual and Scoring Key).
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—04267
Pub Date—May 87
Note—41p.
Pub Type— Tests/Questionnaires (160) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Foreign Countries, Grade 9, Junior High Schools, *Mathematical Concepts, *Mathematics Achievement, Mathematics Education, Mathematics Skills, *Mathematics Tests, *Secondary School Mathematics, *Test Items, Test Manuals
Identifiers—Manitoba (Winnipeg)
This is a part of the Manitoba Mathematics Assessment Program 1987. Actual testing material and the manual for grade nine are provided. The test (77 items) plus two option sections in Part C requires 70 minutes to be taken. Calculators are permitted for Parts B and C only. The manual describes general testing instructions, administration, scoring method and key, and format for recording the final test scores. (YP)

ED 301 432 SE 050 151
Mathematics Assessment Program 1987; Grade 6. (With Manual and Scoring Key).
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Pub Date—May 87
Note—36p.
Pub Type— Tests/Questionnaires (160) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, *Elementary School Mathematics, Foreign Countries, Grade 6, Intermediate Grades, *Mathematical Concepts, *Mathematics Achievement, Mathematics Education, Mathematics Skills, *Mathematics Tests, *Test Items, Test Manuals
Identifiers—Manitoba (Winnipeg)
This is a part of the Manitoba Mathematics Assessment Program 1987. Actual testing material and the manual for grade six are provided. The test (90 items) requires two 45-minute sessions. The manual describes general testing instructions, administration, scoring method and key, and format for recording the final test scores. (YP)

ED 301 433 SE 050 152
Mathematics Assessment Program 1987; Grade 3. (With Manual and Scoring Key).
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—12939
Pub Date—May 87
Note—39p.
Pub Type— Tests/Questionnaires (160) — Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, *Elementary School Mathematics, Foreign Countries, Grade 3, *Mathematical Concepts, *Mathematics Achievement, Mathematics Education, Mathematics Skills, *Mathematics Tests, Primary Education, *Test Items, Test Manuals
Identifiers—Manitoba (Winnipeg)
This is a part of the Manitoba Mathematics Assessment Program 1987. Actual testing material and the manual for grade three are provided. The test (100 items) requires two 30-minute sessions. The manual describes general testing instructions, administration, scoring method and key, and format for recording the final test scores. (YP)

ED 301 434 SE 050 153
Manitoba Mathematics Assessment Program 1987. Preliminary Report: Test Data.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
Report No.—ISBN-0-7711-0696-3
Pub Date—Oct 87
Note—36p.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Elementary School Mathematics, Elementary Secondary Education, Foreign Countries, *Mathematical Concepts, *Mathematics Achievement, Mathematics Education, Mathematics Skills, *Mathematics Tests, *Secondary School Mathematics, *Testing Programs
Identifiers—Manitoba (Winnipeg)
The Provincial Assessment of Mathematics was conducted at grades 3, 6, 9 and 12. There are three major components to the assessment: (1) a written test of the curriculum objectives carried out in May, 1987 for grades 3, 6, and 9 and in June, 1987 for grade 12 (Mathematics 300 and Mathematics 301); (2) a survey of teachers at these grade levels; and (3) a 1981-86 comparison testing for grades 3, 6, 9, and 12 (General and Mathematics 300) conducted in June 1986. The purpose of this preliminary report is to provide detailed information on the first component for use by classroom teachers in the review of the results in their classrooms. The report contains results of the provincial testing for all test areas (subtests) and for individual items. In the case of tests for grades 9 and 12 where curricular options are available, data reported for these options are not necessarily representative of the province and care should be exercised in interpretation. Subtest data only has been provided for these options. (Author)

ED 301 435 SE 050 154
Integers and Combining Like Terms in Algebra.
Manitoba Dept. of Education, Winnipeg.
Report No.—ISBN-0-7711-0632-7
Pub Date—86
Note—47p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Algebra, Computation, Curriculum Development, Curriculum Guides, Foreign Countries, *Integers, *Mathematics Instruction, Mathematics Materials, *Mathematics Skills, Secondary Education, *Secondary School Mathematics
Identifiers—Manitoba
The aim of this unit is to assist teachers in the presentation of integers and the combining of like terms in algebra in a more interesting and meaningful way. This program was developed for use in mathematics classes, grades 7-12. The unit is a descriptive module on the teaching of integers using bingo chips to develop a concrete approach to algebra. Several mathematic operations have been redefined, such as addition and subtraction being termed "combining." Concepts are developed using the bingo chips on an overhead projector. Included with each concept are questions for student use and developed answers. Some concepts are illustrated using worksheets or sample problems. (MVL)

ED 301 436 SE 050 155
Biology 200, 300. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
Report No.—ISBN-0-7711-0242-9
Pub Date—85
Note—530p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—*Biology, Controversial Issues (Course Content), *Course Descriptions, Foreign Countries, High Schools, Laboratory Procedures, *School Safety, *Science Activities, Science Education, *Secondary School Science
Identifiers—Manitoba
During a time when the values in society are changing, knowledge is rapidly expanding, technology is changing, and the use of science and technology is increasing, there is a need to review the role and nature of a biology program for the schools. Such a review was conducted by the K-12 Science Working Party of the Manitoba Department of Education. As a result of that review, this document was produced to provide an up-to-date biology curriculum for Manitoba schools. It is based on 60-70% core topics and objectives and the remainder from a variety of optional biology topics. Included in this curriculum guide are a program overview, program goals, adoption procedures and program implementation, and the curriculum outlines and design charts for biology 200 (general biology) and biology 300 (advanced biology). Each chart includes specific objectives for each biology topic, suggested activities, and references. This curriculum guide also discusses time allotments, safety, evaluation, controversial issues, process skills, students with special needs, and women in science. Appendices include a 12-item, annotated bibliography, and a list of science process skills. (CW)

ED 301 437 SE 050 156
Advanced Mathematics 305—Optional Half Credit. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
Report No.—ISBN-0-7711-0644-0
Pub Date—87
Note—254p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Course Descriptions, *Curriculum Development, Equations (Mathematics), Foreign Countries, Geometric Concepts, Mathematics Curriculum, *Mathematics Instruction, Number Concepts, Secondary Education, *Secondary School Mathematics, Statistics, Teaching Guides, *Teaching Methods
Identifiers—Advanced Mathematics, *Manitoba (Winnipeg)
This manual outlines an advanced mathematics course for secondary school students in Manitoba (Canada). Included are eight different topics for a total of ten modules, with each module accounting for 18 40-minute periods. Teachers, or teachers and students cooperatively, should select the equivalent of five modules from the eight topics covered. The course is designed to be of interest to highly moti-

vated students who wish some introduction to areas of mathematics which will be studied in depth in post-secondary programs. Six general objectives are listed. Included are an introduction, examples, objectives, and notes to teachers. The topics covered are: complex numbers and polar coordinates; statistics; number theory; linear programming; theory of equations; matrices and systems of linear equations; three-dimensional geometry; and vectors. Appendices contain annotations of primary and supplementary references. (MNS)

ED 301 438 SE 050 157
Introduction to Calculus 305–Optional Half Credit. Interim Guide.
Manitoba Dept. of Education, Winnipeg.
Report No.—ISBN-0-7711-0652-1
Pub Date—87
Note—133p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Calculus, Course Descriptions, *Curriculum Development, Foreign Countries, Mathematics Curriculum, *Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Teaching Guides, *Teaching Methods
Identifiers—*Manitoba (Winnipeg)
This manual outlines a calculus course, one of three optional courses designed to meet the needs of students in Manitoba (Canada) secondary schools who demonstrate particular aptitude in mathematics and who desire to study more topics and more advanced topics. Major emphasis is placed on applications and problem solving. The four units in the course concern limits, derivative of a function, applications of derivatives, and integration. For each unit the anticipated number of periods, objectives, notes to teachers, and references to textbooks are included. Appendices list strategies of problem solving and recommendations for school mathematics in the 1980s. (MNS)

ED 301 439 SE 050 158
Hogben, Leslie
Student Produced Advanced Mathematical Software.
Iowa State Univ. of Science and Technology, Ames.
Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.
Pub Date—88
Grant—GOO8440404
Note—42p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Mathematics, *Computer Graphics, Course Descriptions, *Courseware, *Curriculum Development, Higher Education, Mathematics Curriculum, *Mathematics Instruction
Identifiers—*Differential Equations
The intent of this project was to develop a course for mathematics graduate students at Iowa State University. They would design and write computer programs for use by undergraduate mathematics students, and then offer the course and actually produce the software. Phase plane graphics for ordinary differential equations was selected as the topic. Prior to the course, the faculty coordinators designed the modular structure of the program and wrote some input/output routines. The course was held, but was plagued by a shortage of students. This caused delays, as the program was not completed during the course. The software was finally completed through a variety of methods, including adapting existing numerical programs, using graduate students to write parts of the program as master's degree projects, and hiring graduate students to write parts of the program. The computer program, Phase Plane Graphics for Ordinary Differential Equations, is listed in an appendix; it will be commerically distributed. (Author/MNS)

ED 301 440 SE 050 159
Use of Laboratory Animals in Biomedical and Behavioral Research.
Ministry of Education, Addis Ababa (Ethiopia).
Report No.—ISBN-0-309-03839-1
Pub Date—88
Note—112p.; Report by the Committee on the Use of Laboratory Animals in Biomedical and Behavioral Research.
Available from—National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418 ($11.95).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Animal Facilities, *College Science, Controversial Issues (Course Content), Higher Education, *Laboratory Animals, *Laboratory Procedures, *Medical Research, *Research Methodology, *Research Universities, Science Education, Secondary Education, Secondary School Science
The use of animals in scientific research has been a controversial issue for over a hundred years. Research with animals has saved human lives, lessened human suffering, and advanced scientific understanding, yet that same research can cause pain and distress for the animals involved and may result in their death. It is hardly surprising that animal experimentation raises complex questions and generates strong emotions. The recognition that animals are essential in scientific research is critical in making decisions about their use, but these decisions are also made in the broad context of social and ethical values. This report addresses these issues and examines how and why animals are used in research and how society oversees that research. Specifically discussed in this volume are animal use patterns, benefits from the use of animals, alternative research methods, and the use of pound animals. The appendixes include the 1896 statement on this subject by the National Academy of Sciences. Commission and committee members are listed in this report. (CW)

ED 301 441 SE 050 160
Altieri, Miguel Vukasin, Helen L., Ed.
Environmentally Sound Small-Scale Agricultural Projects: Guidelines for Planning. Revised Edition.
CODEL, Inc., New York, NY.
Report No.—ISBN-0-86619-283-2
Pub Date—88
Note—176p.; For previous edition, see ED 262 984. Drawings may not reproduce well.
Available from—VITA Publication Services, P.O. Box 12028, Arlington, VA 11109 ($9.75).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agriculture, Agronomy, *Community Planning, *Conservation (Environment), Cooperative Planning, Cultural Influences, *Environmental Education, *Forestry, *Natural Resources, Science and Society
Environmental planning requires more than finding the right technology and a source of funds. Planning involves consideration of the social, cultural, economic, and natural environments in which the project occurs. The challenge is to develop sustainable food systems that have reasonable production but do not degrade the resource base and upset the ecological balance. Development workers are in a position to pass on awareness of environmental concerns to community groups, government planners, village residents, farmers, and students. As a project planner or implementor, a development worker may wish to use this book for planning or on-the-job training of project workers, or for technical training of farmers and local residents. This manual is designed to assist those who plan and implement small-scale agricultural projects. By promoting awareness of environmental concerns, the manual can increase the development worker's ability to design projects that are both environmentally sound and potentially more sustainable. By providing guidelines to planning, this manual can assist development workers to view projects as part of larger environmental systems. It offers a perspective that can assist users to ask the right questions and to look for and find information about local resource availability and use, traditional methods, weather patterns, and social and cultural traditions. Background chapters are provided on soil management through reduction of erosion, water supply and management, soil nutrient management, pest management, and agroforestry systems. The appendixes include 13 pages of references, a list of 23 resource organizations, and a glossary. (CW)

ED 301 442 SE 050 161
Clariana, Roy B. Schultz, Charles W.
Computer Assisted Instruction at St. Anne's School: The Second Year.
Pub Date—88
Note—9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 7, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Computer Assisted Instruction, *Computer Uses in Education, Educational Research, Elementary Education, Language Skills, Mathematics Instruction, *Microcomputers, Reading Instruction
A WICAT Computer Assisted Instructional (CAI) System began operation at St. Anne Consensus School (Tennessee) in August, 1986. Iowa Test of Basic Skills (ITBS) scores for the years 1984 through 1988 for ten students in each of the grades 4th through 8th (as of May 1988) were analyzed. The average gain for all subjects during the two years before WICAT (pre October 1986) was 0.85 grade equivalents (G.Eq., national norm=1.00) per year; and the average gain for all subjects for the two years with WICAT (post October 1986) was 1.17 G.Eq. per year. Using a median split, students were grouped into high ability and low ability groupings. The high ability group showed an average pre-WICAT gain of 0.97 G.Eq. per year, and an average post-WICAT gain of 1.19 G.Eq. per year. The low ability group showed an average pre-WICAT gain of 0.72 G.Eq. per year, and an average post-WICAT gain of 1.15 G.Eq. per year. This result suggests that the WICAT CAI was beneficial for all students, but was particularly effective for students below the median. (Author)

ED 301 443 SE 050 162
Leppan, Glenda, Ed. Ewen, Ruhama, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (8th, East Lansing, MI, September 25-27, 1986).
International Group for the Psychology of Mathematics Education. North American Chapter.
Spons Agency—Michigan State Univ., East Lansing. Dept. of Mathematics.
Pub Date—86
Note—363p.; For the 6th annual meeting proceedings, see ED 253 432.
Available from—Michigan State University, Department of Mathematics, Wells Hall, East Lansing, MI 48824-1027 ($10.00).
Pub Type— Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors—Algebra, Childhood Attitudes, *Cognitive Processes, Educational Research, Geometric Concepts, Interviews, *Mathematical Concepts, *Mathematics Education, *Mathematics Instruction, Number Concepts, Research Methodology, Teacher Attitudes, *Teacher Education, Teaching Methods
Identifiers—Mathematics Education Research
Research on Teacher Education was the theme for the plenary sessions of the eighth annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. More than 50 papers were selected for presentation at the conference. These papers are grouped into seven categories in these conference proceedings. In the first section, three papers focus on learning theories. The second section on cognitive studies includes seven papers on integers, four papers on rational numbers, ten papers on algebra, and six papers on geometry. The third section contains two papers on auditory and visual perception, while the four papers in the next section focus on theories and models of learning to teach. Attitudes and beliefs is the fifth category, with four papers on children and four on teachers. Five papers consider methods of instruction, while in the final section two papers concern research methodology. Brief reports from six symposia are also included, focusing on the Van Hiele model for geometry, probability, proportional reasoning, clinical interviews, multiplication, and preservice methods courses. (MNS)

ED 301 444 SE 050 163
Nuclear Science Curriculum and Curriculum para la Ciencia Nuclear.
American Nuclear Society, La Grange Park, IL.
Pub Date—86
Note—32p.; For the American Nuclear Science Teachers Association.
Language—English; Spanish
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Behavioral Objectives, Biology, Chemistry, *Course Content, *Course Descriptions, High Schools, Nuclear Energy, *Nuclear Physics, *Radiation, Radiation Biology, Radiation Effects, Science Activities, Science Educa-

tion, *Secondary School Science

This document presents a course in the science of nuclear energy, units of which may be included in high school physics, chemistry, and biology classes. It is intended for the use of teachers whose students have already completed algebra and chemistry or physics. Included in this paper are the objectives of this course, a course outline, a discussion of the time required to teach the course and how that time should be structured, specific learning objectives for each unit, a list of applicable laboratory activities, a list of the necessary supplies and equipment, and a list of 36 references. Units include: (1) "Radioactivity"; (2) "Radiation Measurement"; (3) "Radiation Health Physics"; (4) "Fuel Cycle and Waste Disposal"; and (5) "Benefits and Applications of Radioactivity." (CW)

ED 301 445 SE 050 164

Smith, Patricia L.

Energy from the Atom.

Pub Date—85

Note—117p.; Produced by the Oak Ridge/Knoxville Section of the American Nuclear Society.

Available from—American Nuclear Society, 555 North Kensington Avenue, La Grange Park, IL 60525 ($2.50).

Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Atomic Structure, Course Content, Course Descriptions, *Elementary School Science, *Energy Education, *Instructional Materials, Intermediate Grades, Middle Schools, *Nuclear Physics, *Science Activities, Science Education

This curriculum guide was written to supplement fifth and sixth grade science units on matter and energy. It was designed to provide more in-depth material on the atom. The first part, "Teacher Guide," contains background information, biographical sketches of persons in the history of nuclear energy, vocabulary, answer sheets, management sheets for activity cards, and a test answer key. The second part contains 12 prepared lessons on various aspects of nuclear energy with reproducible worksheet and overhead transparency masters. The third part consists of 15 activity cards for independent or group assignments. Each activity card contains materials and instructions for the completion of the task. The fourth part contains supplementary materials such as additional transparency masters and patterns for cards and games. The last section lists science textbooks and their corelation to this program, names and addresses of sources of additional classroom materials, and a listing of books on nuclear energy for use by teachers and students as resource materials. (CW)

ED 301 446 SE 050 165

Fowler, John M. Allen, Gary G.

The Present Opportunity in Education. A Position Paper on the Current State of Science and Technology Education in the United States.

Triangle Coalition for Science and Technology Education, College Park, MD.

Pub Date—Sep 88

Note—14p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Policy, *Educational Quality, *Educational Trends, *Elementary School Science, Elementary Secondary Education, Females, Futures (of Society), Minority Groups, Policy Formation, Science and Society, Science Education, Science Teachers, *Secondary School Science, Technological Advancement, *Technology

This position paper was developed to inform U.S. policymakers of the state of science and technology education in the United States and of the importance of adequate science and technology understanding to the economic competitiveness of the country. Provided in this document are discussions of the national goals of science and technology education in the United States and policy recommendations regarding students, teachers, subject matter, pivotal grade levels, and geographic areas. This paper also identifies six measures from research which illustrate the state of science and technology education. These include: (1) international standing; (2) national trends; (3) trends by gender and ethnicity; (4) science instruction; (5) science teachers; and (6) geographic area. A discussion of the consequences of education policy concludes this paper. (CW)

ED 301 447 SE 050 166

Invent America! Teacher's Classroom Guide.

United States Patent Model Foundation, Alexander, VA.

Pub Date—88

Note—22p.; For related documents, see SE 050 167-169.

Available from—United States Patent Model Foundation, 510 King Street, Alexandria, VA 22314 ($0.25).

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Creative Thinking, Creativity, *Discovery Processes, Elementary Education, *Elementary School Science, Experiments, *Inventions, Middle Schools, *Problem Solving, Productive Thinking, Science Education, Science Instruction, Science Projects, Technological Advancement

The Invent America program addresses the need to provide K-8 students with opportunities to learn critical and creative thinking skills through the process of inventing. Students apply problem-solving skills as they turn their own creative ideas into inventions. It is an effort to integrate the curriculum, help students synthesize knowledge, and provide hands-on experience in the scientific process. The Invent America! program consists of handbooks for students, teachers and program administrators, which can be used to develop a school/classroom invention program; a catalog of recommended books to supplement the program; national and regional conferences to train educators in techniques to help students develop thinking skills; and inservice programs throughout the country to help schools begin Invent America! programs. Included in this document are lesson plans for: (1) developing an awareness of inventions; (2) showing how the inventive process works; (3) generating nouns to encourage creative thinking; (4) using verbs to describe new uses for common objects; (5) discovering that inventions are the result of a need; and (6) how to plan an invention project. Also included are ideas on the role of invention and the constitution, an inventor center, presenting situations to stimulate creative thinking, and communications. (MVL)

ED 301 448 SE 050 167

Invent America! Student Handbook Grades K-8.

United States Patent Model Foundation, Alexander, VA.

Pub Date—88

Note—29p.; For related documents, see SE 050 166-169.

Available from—United States Patent Model Foundation, 510 King Street, Alexandria, VA 22314 ($0.15).

Pub Type— Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Creative Thinking, Creativity, *Discovery Processes, Elementary Education, *Elementary School Science, Experiments, *Inventions, Middle Schools, *Problem Solving, Productive Thinking, Research, Science Education, Science Instruction, Science Projects, Technological Advancement

The Invent America program addresses the need to provide K-8 students with opportunities to learn critical and creative thinking skills through the process of inventing. Students apply problem-solving skills as they turn their own creative ideas into inventions. It is an effort to integrate the curriculum, help students synthesize knowledge, and provide hands-on experience in the scientific process. The Invent America! program consists of handbooks for students, teachers and program administrators, which can be used to develop a school/classroom invention program; a catalog of recommended books to supplement the program; national and regional conferences to train educators in techniques to help students develop thinking skills; and inservice programs throughout the country to help schools begin Invent America! programs. This student handbook contains information useful to begin the inventing process. Included are a discussion of inventors and inventions, steps to inventing, and ideas for naming and displaying the project. (MVL)

ED 301 449 SE 050 168

Invent America! Administrative Support Guide.

United States Patent Model Foundation, Alexander, VA.

Pub Date—88

Note—31p.; For related documents, see SE 050 166-169.

Available from—United States Patent Model Foundation, 510 King Street, Alexandria, VA 22314 ($0.25).

Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Creative Thinking, Creativity, *Discovery Processes, Elementary Education, *Elementary School Science, Experiments, *Inventions, Middle Schools, *Problem Solving, Productive Thinking, Research, Science Education, Science Instruction, Science Projects, Technological Advancement

The Invent America program addresses the need to provide K-8 students with opportunities to learn critical and creative thinking skills through the process of inventing. Students apply problem-solving skills as they turn their own creative ideas into inventions. It is an effort to integrate the curriculum, help students synthesize knowledge, and provide hands-on experience in the scientific process. The Invent America! program consists of handbooks for students, teachers and program administrators, which can be used to develop a school/classroom invention program; a catalog of recommended books to supplement the program; national and regional conferences to train educators in techniques to help students develop thinking skills; and inservice programs throughout the country to help schools begin Invent America! programs. Included in this document are methods for planning and implementing Invent America! Available for photocopying are sample letters to parents and prospective judges, sample response forms to recruit judges, and recognition certificate masters as well as information for sponsors, volunteers, and public relation efforts. Also included are contest and awards programs. (MVL)

ED 301 450 SE 050 169

Invent America! Bibliography.

United States Patent Model Foundation, Alexander, VA.

Pub Date—88

Note—28p.; For related documents, see SE 050 166-168.

Available from—United States Patent Model Foundation, 510 King Street, Alexandria, VA 22314 ($1.00).

Pub Type— Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Creative Thinking, Creativity, *Discovery Processes, Elementary Education, *Elementary School Science, Experiments, *Inventions, Middle Schools, *Problem Solving, Productive Thinking, Research, Science Education, Science Instruction, Science Projects, Technological Advancement

The Invent America program addresses the need to provide K-8 students with opportunities to learn critical and creative thinking skills through the process of inventing. Students apply problem-solving skills as they turn their own creative ideas into inventions. It is an effort to integrate the curriculum, help students synthesize knowledge, and provide hands-on experience in the scientific process. The Invent America! program consists of handbooks for students, teachers and program administrators, which can be used to develop a school/classroom invention program; a catalog of recommended books to supplement the program; national and regional conferences to train educators in techniques to help students develop thinking skills; and inservice programs throughout the country to help schools begin Invent America! programs. This extensive bibliography is broken into grade levels K-3, 4-6, and 7-8 with each level giving general works, educational aids, magazine suggestions, sources of materials on energy, and sources of materials on patents. (MVL)

ED 301 451 SE 050 170

Shavelson, Richard J. And Others

Translation among Symbolic Representations in Problem-Solving. Revised.

Pub Date—88

Note—38p.; Revision of a paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For previous version, see ED 293 881.

Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Chemistry, Comparative Testing, *Problem Solving, Responses, *Response Style

(Tests), Science Education, *Science Tests, Secondary Education, *Secondary School Science, Test Construction, *Test Format, Test Items
Identifiers—*Mental Representation, Science Education Research, Think Aloud Program
This study investigated the relationships among the symbolic representation of problems given to students to solve, the mental representations they use to solve the problems, and the accuracy of their solutions. Twenty eleventh-grade science students were asked to think aloud as they solved problems on the ideal gas laws. The problems were presented in five different symbolic forms (words, diagrams, tables, numbers, and graphs) and required either a numerical or a qualitative response. The results showed that students translated from the symbolic form of the problem to a symbolic representation corresponding to the response required (quantitative or qualitative). The accuracy of students' mental representations and responses depended in part on students' instructional histories. The implications of these findings for further research and practice in instruction and testing are discussed. (Author)

ED 301 452 SE 050 171
Piburn, Michael D. Baker, Dale R.
Reasoning about Logical Propositions and Success in Science.
Pub Date—88
Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cognitive Development, *Cognitive Measurement, *Cognitive Tests, Foreign Countries, Formal Operations, Grade 10, High Schools, *Logical Thinking, *Piagetian Theory, Science Education, Science Instruction, *Secondary School Science
Identifiers—Australia (Western Australia), Propositional Logic Test, Test of Logical Thinking (Tobin and Capie)
While logical reasoning skills are related to success in science, the relationship between thought and formal logic is not clear. Propositional Logic Test (PLT), error patterns of students' interpretations of logical proposition, and developmental patterns of the error type are described. Examined is the relationship between logical reasoning ability and school science grade in tenth-grade Western Australian students (N=226). The PLT, Test of Logical Reasoning (TOLT) and Nonsense Syllogisms Test were used for measuring the logical reasoning ability. Correlations of grade in science with the PLT (.57) and the TOLT (.63) were high and the three reasoning tests together explained approximately 45 percent of the variance in science grade. An error analysis was undertaken for each subtest of the PLT, conjunction, disjunction, biconditional and implication across three ability groups. A discussion of the use of the PLT success rate differences is included. (YP)

ED 301 453 SE 050 172
A Field Guide to Kentucky Rivers and Streams.
Kentucky State Div. of Water, Frankfort. Kentucky Natural Resources and Environmental Protection Cabinet.
Pub Date—May 86
Note—113p.; For related documents, see SE 050 173-174. Drawings may not reproduce well.
Available from—Kentucky Water Watch, Kentucky Division of Water, 18 Reilly Road, Frankfort, KY 40601 ($2.50).
Pub Type— Guides - Non-Classroom (055) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Biological Sciences, Botany, *Ecology, *Environmental Education, Environmental Standards, *Field Studies, Reference Materials, Water Pollution, *Water Quality, Zoology
Identifiers—*Kentucky
This field guide was especially developed for Water Watch-a public participation program in Kentucky that encourages citizens to adopt a stream, lake or wetland, and then gain hands-on experience in protecting and enhancing their adopted water resources. Understanding the relationships between life and the environment helps people to appreciate water as a vital resource. This field guide is designed to help participants better understand the ecology of the aquatic habitats which exist in the state of Kentucky. The first chapter describes the regions and habitats which can be found within the borders of the state. It also contains many basic definitions that help build the vocabulary necessary to study aquatic ecology. Chapter 2 describes the variety of life that can be found in Kentucky's aquatic ecosystems. The third chapter describes how to sample an aquatic ecosystem. A list of 44 references that would be helpful in studying aquatic life follows the third chapter. Appendices include an explanation of how to diagnose the quality of a stream; a sample field data sheet; identification keys to the algae, aquatic macroinvertebrates, and families of fishes in Kentucky; and a glossary of terms used in aquatic ecology. (CW)

ED 301 454 SE 050 173
A Field Guide to Kentucky Lakes and Wetlands.
Kentucky State Div. of Water, Frankfort. Kentucky Natural Resources and Environmental Protection Cabinet.
Pub Date—May 86
Note—75p.; For related documents, see SE 050 172-174. Drawings may not reproduce well.
Available from—Kentucky Water Watch, Kentucky Division of Water, 18 Reilly Road, Frankfort, KY 40601 ($2.50).
Pub Type— Reference Materials - Vocabularies/Classifications (134) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Biological Sciences, Botany, *Ecology, *Environmental Education, Environmental Standards, *Field Studies, Reference Materials, Water Pollution, *Water Quality, Zoology
Identifiers—*Kentucky
Lakes and wetlands make up that part of Kentucky's water bodies commonly referred to as standing waters. These waters serve many purposes for the people of the state and are necessary and valued elements of its natural resources. This field guide was designed to provide useful background information and reference material for the study of these areas. The guide is useful for Water Watch-a public participation program that encourages citizens to adopt a stream, lake or wetland, and then gain hands-on experience in protecting and enhancing their adopted water resource. The first chapter consists of a description of the various standing waters and provides an explanation of various terms and concepts in aquatic ecology. Chapter 2 describes the aquatic life one would expect to find in the waters of Kentucky. The third chapter discusses various methods that can be used to survey this kind of habitat. A list of 49 references and field guides follows this chapter. Appendices include how to diagnose the quality of an aquatic habitat; a sample field survey sheet; a key to identifying benthic macroinvertebrates; and a glossary of terms. (CW)

ED 301 455 SE 050 174
Water Watch Program Overview. Background Information.
Kentucky State Div. of Water, Frankfort. Kentucky Natural Resources and Environmental Protection Cabinet.
Pub Date—Oct 88
Note—16p.; For related field guides, see SE 050 172-173.
Available from—Kentucky Water Watch, Kentucky Division of Water, 18 Reilly Road, Frankfort, KY 40601 ($2.50).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Education, *Conservation (Environment), *Environmental Education, *Natural Resources, *Program Descriptions, Science Education, *Water Quality, Water Resources
Identifiers—Kentucky, *Water Watch Program KY
Lakes, streams, and wetlands serve many purposes for the people of the state of Kentucky and are necessary and valued elements of its natural resources. The Water Watch program promotes individual responsibility for a common resource, educates people about the use and protection of local water resources, provides recreational opportunities through group activities, and gives citizens greater access to their government. The program has won interest from teachers and students as well as from state natural resource departments around the country. Described in this document are specific activities and operations of this program, program materials, program performance and evaluation, a statistical summary, and the Water Watch Stream Monitoring Project. (CW)

ED 301 456 SE 050 176
Soulier, J. Steven
The Design and Development of Computer Based Instruction.
Report No.—ISBN-0-205-11160-2
Pub Date—88
Note—257p.; Drawings may not reproduce well.
Available from—Allyn & Bacon/Logwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($25.95, 20% off 10 or more).
Pub Type— Books (010) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Authoring Aids (Programing), *College Science, Computer Assisted Instruction, *Computer Managed Instruction, *Computer Oriented Programs, Computer Science Education, Computer Simulation, *Computer Uses in Education, *Courseware, Educational Media, Higher Education, Instructional Design, Science Education, Science Instruction
Identifiers—Software Design
This book is a hands-on guide for designing and developing computer based materials for education and training. The text is written from an educational instructional design aspect rather than from a programming point of view. Topics covered in the book include: (1) design structures of computer based instruction; (2) performing an analysis of the intended instruction; (3) managing, individualizing, and humanizing computer based instruction; (4) designing program management and instructional frames; (5) designing screen displays; (6) using text and graphics in computer based instruction; and (7) developing program documentation and support materials. Many figures are given, representing both positive and negative instances of program design. (MVL)

ED 301 457 SE 050 177
Bright, George W.
Microcomputer Applications in the Elementary Classroom. A Guide for Teachers.
Report No.—ISBN-0-205-10454-1
Pub Date—87
Note—204p.; Charts and drawings may not reproduce well.
Available from—Allyn & Bacon/Logwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($28.95, 20% off 10 or more).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Computer Assisted Instruction, *Computer Literacy, *Computer Science Education, Computer Simulation, Computer Software, *Computer Uses in Education, Elementary Education, *Elementary School Mathematics, *Elementary School Science, Information Technology, *Microcomputers, Problem Solving, Technological Advancement
There is a serious risk that the extra burden of adding instruction about microcomputers and software to regular elementary school curricula may turn off both teachers and students to the potential that microcomputers have for improving learning. To counter this risk, microcomputers should be integrated into the regular instructional program of elementary schools. This book is primarily intended for elementary school teachers who already have some experience with microcomputers but no expertise is assumed. Following an introduction to education with computers, many applications and issues are discussed, including: (1) programs for drill and practice; (2) tutorials; (3) games; (4) simulations; (5) computer error diagnosis; (6) instructional software evaluation; (7) programming; (8) problem solving; (9) word processing; (10) computer literacy; and (11) administrative uses of microcomputers. This publication contains 109 references. (CW)

ED 301 458 SE 050 178
Miller, Samuel K.
Selecting and Implementing Educational Software.
Report No.—ISBN-0-205-10468-1
Pub Date—87
Note—189p.; Drawings and some small print may not reproduce well.
Available from—Allyn & Bacon/Logwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($26.95, 20% off 10 or more).
Pub Type— Books (010) — Reports - Descriptive (141) — Book/Product Reviews (072)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Computer Assisted Instruction, Computer Literacy, *Computer Uses in Education, *Courseware, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Instructional Materials, Microcomputers, *Preservice Teacher Education, Resource Materials, Science Education, *Science Instruction, Teacher Improvement
Identifiers—Computer Resources
This book is a nontechnical introduction to the use and understanding of computers and educational software. Topics included in the book are: (1) uses of computers in today's educational system; (2) a basic description of computers and hardware; (3) a basic understanding of computer-assisted instruction; (4) programming aids and tools; (5) how to locate useful educational software; (6) evaluating software; and (7) using and organizing educational software. Each chapter includes discussion questions and resource lists. (MVL)

ED 301 459 SE 050 179
Krulik, Stephen Rudnick, Jesse A.
Problem Solving: A Handbook for Elementary School Teachers.
Report No.—ISBN-0-205-11132-7
Pub Date—88
Note—249p.; Drawings may not reproduce well.
Available from—Allyn & Bacon/Logwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($35.95, 20% off 10 or more).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Cognitive Development, Curriculum Development, Decision Making, Elementary Education, *Elementary School Mathematics, Expert Systems, *Heuristics, Instructional Materials, Learning Activities, Learning Strategies, Logical Thinking, Mathematical Applications, Mathematics Materials, Mathematics Skills, *Problem Sets, *Problem Solving
This book combines suggestions for the teaching of problem solving with activities and carefully discussed non-routine problems which students should find interesting as they gain valuable experience in problem solving. The over 300 activities and problems have been gleaned from a variety of sources and have been classroom tested by practicing teachers. Topics included are an explanation of problem solving and heuristics, the pedagogy of problem solving, strategy games, and non-routine problems. An extensive number of problems and strategy game boards are given. A 50-item bibliography of problem solving resources is included. (Author/MVL)

ED 301 460 SE 050 180
Krulik, Stephen Rudnick, Jesse A.
Problem Solving: A Handbook for Senior High School Teachers.
Report No.—ISBN-0-205-11788-0
Pub Date—89
Note—233p.; Drawings and some small print may not reproduce well.
Available from—Allyn & Bacon/Logwood Division, 160 Gould Street, Needham Heights, MA 02194-2310 ($34.95, 20% off 10 or more).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Educational Games, Educational Resources, *Heuristics, High Schools, Instructional Improvement, *Instructional Materials, Mathematics Education, *Mathematics Instruction, *Problem Sets, *Problem Solving, *Secondary School Mathematics
The teaching of problem solving begins the moment a child first enters school and the senior high school plays a major role in the development of this skill since a number of students terminate their formal education at the end of this period. This book combines suggestions for the teaching of problem solving with activities, problems, and strategy games that students find interesting as they gain valuable experiences in problem solving. Over 120 classroom-tested problems are included. Discussions in this volume include a definition of problem solving, heuristics, and how to teach problem solving. Also provided are collections of strategy games and nonroutine problems, including 35 reproducible blackline masters for selected problems and game boards; and a bibliography of 51 resources on problem solving. (CW)

ED 301 461 SE 050 183
Environmental Education Materials for Teachers and Young People (Grades K-12).
Environmental Protection Agency, Washington, D. C.
Report No.—OPA-87-022
Pub Date—Aug 88
Note—17p.
Available from—Office of Community and Intergovernmental Relations (A-108 EA), U.S. Environmental Protection Agency, 401 M Street SW, Washington, DC 20460 (free while supply lasts).
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Conservation (Environment), *Conservation Education, *Elementary School Science, Elementary Secondary Education, *Environmental Education, *Instructional Materials, Natural Resources, Pollution, Science and Society, Science Education, Science Materials, *Secondary School Science
This annotated list of educational materials on environmental issues includes a wide range from workbooks and lesson plans to newsletters, films and software intended for young people. Educational materials are listed alphabetically following the name of the sponsoring agency or group. A separate list includes materials available from the U.S. Environmental Protection Agency. Over 150 materials from 43 different groups and agencies are listed along with information regarding their cost, if any, and availability. The materials listed are all designed specifically for children from kindergarten through grade 12. Topics covered include pollution, acid rain, natural resource conservation, forestry, water quality, pest management, hazardous waste, gardening, ecosystems, soil conservation, and wildlife management. (CW)

ED 301 462 SE 050 184
Federal R&D Funding by Budget Function. Fiscal Years 1987-1989.
National Science Foundation, Washington, D.C. Directorate for Scientific, Technological and International Affairs.
Report No.—NSF-88-315
Pub Date—Apr 88
Note—124p.; For 1986-1989 report, see ED 286 729. Pages with small print may not reproduce well.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Federal Aid, *Financial Support, Government Role, National Security, *Public Agencies, *Research and Development, Research Universities, Science Education, *Scientific Research
This annual report provides an analysis of federal research and development (R&D) funding by functional classification based on data in the President's budget. It includes only federal funding of R&D programs and excludes R&D facilities and all non-R&D activities. This report is designed to facilitate examination of the relative importance of R&D in the overall federal budget, as well as the role of each function within the total federal R&D effort. Functional classifications considered include: (1) "National Defense"; (2) "Health"; (3) "Space Research and Technology"; (4) "General Science"; (5) "Energy"; (6) "Transportation"; (7) "Natural Resources and Environment"; (8) "Agriculture"; (9) "Education, Training, Employment, and Social Services"; (10) "International Affairs"; and (11) "All Other Functions." An appendix considers historical trends. Additional analyses include total R&D statistics and basic research. (CW)

ED 301 463 SE 050 185
Boyd, Vivian And Others
Math Refresher Workshop Series as an Aid to Registrants of a College Level Math Course.
Maryland Univ., College Park. Counseling Center.
Report No.—UM-RR-11-88
Pub Date—88
Note—11p.; May not reproduce well.
Available from—University of Maryland, University Counseling Center, Shoemaker Building, College Park, MD 20742.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algebra, *College Mathematics, Higher Education, *Mathematics Instruction, Remedial Instruction, *Remedial Mathematics, School Holding Power, *Student Characteristics, *Workshops
Because the failure rate for Math 110 (a college algebra course for non-science/technology-oriented majors at the University of Maryland) was so high, it was decided to offer selected registrants the opportunity to take a free refresher workshop series to improve their mathematics skills before they took the course. In summer 1985, 809 students who were registered to take Math 110 during the fall semester and whose permanent address indicated residence in Maryland, northern Virginia or Washington, D.C., were sent a letter of endorsement for the workshop series, which included a brochure suggesting the student call to schedule a visit. Fifty-eight of those contacted attended at least one of the workshops. This experience had a significant and enduring effect on subsequent reenrollment. Students having the workshops had significantly higher persistence rates for three semesters after the intervention than students not having the workshops. The participation rate (7%) may indicate a need for a more effective marketing approach and/or that the end of the summer is not an ideal time for such an intervention to be offered. (Author/MNS)

ED 301 464 SE 050 186
Boyd, Vivian And Others
Math 110 Sticker Caper: A Retention Intervention.
Maryland Univ., College Park. Counseling Center.
Report No.—UM-RR-12-88
Pub Date—88
Note—12p.
Available from—University of Maryland, University Counseling Center, Shoemaker Building, College Park, MD 20742.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algebra, *College Mathematics, Higher Education, *Mathematics Instruction, Remedial Instruction, *Remedial Mathematics, School Holding Power, *Student Characteristics, *Tutoring
Students enrolled in two sections of college algebra (Math 110) at the University of Maryland in spring 1984 were informed about assistance available from the Math Lab. They were also informed that a sticker would be attached to any one of the four semester exams when grades indicated that the student should pursue one or more of the Lab services. Two other sections were not informed about the Lab nor given stickers. Twenty-five students received stickers. There were significantly fewer grades of D, F, or W earned in the course among the treatment group than among the comparison group. Further, while there were no differences between the two groups on persistence rates, the rates of students persisting in good standing were higher for the treatment group, and their semester grade point averages were significantly higher for two years after the intervention. However, only two students appeared in the Lab as a result of having received a sticker on an exam. Perhaps students who received stickers sought help elsewhere, from tutors or peers, or were more diligent. (Author/MNS)

ED 301 465 SE 050 187
The Science and Technology Resources of Japan: A Comparison with the United States. Special Report.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.—NSF-88-318
Pub Date—88
Note—79p.; Charts and graphs may not reproduce well.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—College Planning, College Role, *College Science, *Comparative Analysis, Expenditures, Financial Support, Foreign Countries, Graduate Study, Higher Education, *Industry, *Research and Development, Research and Development Centers, Research Design, *Scientific Research, *Technological Advancement, Technology, Technology Transfer, Undergraduate Study
Identifiers—*Japan
Japan's postwar research and development (R&D) efforts have passed through several phases to bring the nation to what may be called "relative parity" with the United States. This document examines the characteristics of Japanese and U.S. R&D efforts. Topics compared include: national sci-

ence resource patterns; science and engineering personnel; government R&D; higher education; and outputs and impacts. Selected highlights show that R&D expenditures in Japan increased nearly fivefold between 1965 and 1985, while U.S. expenditures rose 63%; less than one percent of Japan's R&D expenditures were devoted to defense in 1985 while the United States devoted 30%; Japan had 28% as many scientists in 1985 as the United States had in 1986, while Japan had 187 engineers per 10,000 labor force compared to 183 in the United States; nearly 31% of Japan's natural scientists and engineers engaged in R&D in 1985 were in higher education compared with 14% for The United States; while the Japanese higher education system annually graduates about the same number of engineers as the United States, it graduates only about one-tenth as many first-degree students in the natural sciences. Included are detailed statistical tables, a listing of Japanese government research programs, and awards of the distinguished research program of the Ministry of Education. (MVL)

ED 301 466 SE 050 188

Kennedy, Robert L.

Stimulating Research Appreciation in the Fifth and Sixth Grades.

Pub Date—88

Note—8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (17th, Louisville, KY, November 6, 1988).

Pub Type— Journal Articles (080) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Mathematics, Grade 5, Grade 6, Intermediate Grades, *Learning Activities, *Mathematics Instruction, *Statistics, Surveys

To encourage the interest in research and statistics of students in grades five and six in a rural school in Arkansas, the researcher and the elementary school principal investigated areas in which the students could participate in decision-making. Several possibilities emerged: quality of a good teacher, school awards and honors, school rules, items to sell in the school store, and items to sell for school fund-raisers. From this list was generated a questionnaire which was administered to all 200 fifth and sixth grades. The data were analyzed and then presented to the students, who engaged in discussion of the findings. Findings from the six questions are reported, with actions taken by the elementary principal. (MNS)

ED 301 467 SE 050 218

Ball, Deborah Loewenberg

Research on Teaching Mathematics: Making Subject Matter Knowledge Part of the Equation.

National Center for Research on Teacher Education, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NCRTE-RR-88-2

Pub Date—Sep 88

Note—67p.

Available from—National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($5.75).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Concept Formation, Educational Research, Educational Theories, Elementary Education, *Elementary School Mathematics, *Mathematics Instruction, Multiplication, Place Value, *Teacher Effectiveness, *Teacher Qualifications, *Teaching Methods

Identifiers—*Mathematics Education Research, Meaningful Instruction

This paper offers a framework for examining the role of subject matter knowledge in the teaching of mathematics. Starting with a brief review of the history of efforts to investigate the role of subject matter knowledge, the paper continues with an in-depth look at what "subject matter knowledge of mathematics" might mean. An approach to examining and analyzing teachers' knowledge of mathematics is illustrated, using the topic of place value as an example. Three cases of teaching multiplication in fourth grade are presented in the final section of the paper. The analysis explores how each teacher's knowledge of mathematics interacts with her ideas about the teaching and learning of mathematics and her ideas about pupils and context. (Author)

ED 301 468 SE 050 219

Ball, Deborah Loewenberg

The Subject Matter Preparation of Prospective Mathematics Teachers: Challenging the Myths.

National Center for Research on Teacher Education, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NCRTE-RR-88-3

Pub Date—Sep 88

Note—43p.

Available from—National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.00).

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Algebra, *Concept Formation, Division, Educational Research, *Educational Theories, Elementary Education, *Elementary School Mathematics, Fractions, Higher Education, Interviews, *Mathematics Instruction, *Preservice Teacher Education, *Teacher Effectiveness, Teacher Qualifications, Teaching Methods

Identifiers—Mathematics Education Research, Meaningful Instruction

This paper presents results from a study of 19 teacher education students' knowledge of mathematics and discusses an analytic framework for examing and appraising teachers' and prospective teachers' subject matter knowledge. Participants in the study were 10 elementary education majors and 9 mathematics majors or minors who were preparing to teach high school. Results discussed in this paper focus on the concept of division, examined across three mathematical contexts: division with fractions, division by zero, and division with algebra. Although many of the teacher candidates could produce correct answers, several could not, and few were able to give mathematical explanations for the underlying principles and meanings. Their knowledge was also fragmented. The results challenge assumptions about the subject matter preparation of prospective elementary and secondary mathematics teachers. (Author)

ED 301 469 SE 050 220

Morrow, Dallas Goertzen, Sandi

A Commentary on Gender Differences.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Report No.—ISBN-0-7711-0641-6; RR-86-07

Pub Date—Dec 86

Note—13p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Literacy, Elementary Secondary Education, *Females, Foreign Countries, Mathematics Education, Science Education, *Science Instruction, Sex Bias, *Sex Differences, *Teaching Methods

Identifiers—*Manitoba

The development of knowledge and skills in the areas of mathematics, science, and computers is considered to be important for all students, both males and females. These subjects are prerequisites for many postsecondary education programs. Some of the most highly paid sectors of the labor market are those which require math, science, and computer knowledge. The importance of these fields in a person's everyday life should not be underestimated. Women tend to be under-represented in these fields. This paper provides an overview of this issue and a description of what is known about the situation in the province of Manitoba. Discussions in this report center around enrollment, achievement, and social factors. A list of six suggestions to improve the situation are included. (CW)

ED 301 470 SE 050 221

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement 33, 1988.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Mar 88

Note—167p.; For the previous edition, see ED 295 839.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. Subscription $12.00, $5.00 each).

Pub Type— Collected Works - Serials (022)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Abstracts, Citizen Participation, College Science, Ecological Factors, *Environmental Education, Hazardous Materials, Higher Education, Science Education, Scientific and Technical Information, Utilities, Waste Disposal, *Waste Water, *Water Pollution, *Water Quality, Water Resources, *Water Treatment

Identifiers—*Environmental Quality

The Environmental Quality Instructional Resources Center in Columbus, Ohio, acquires, reviews, indexes, and announces both print (books, modules, units, etc.) and non-print (films, slides, video tapes, etc.) materials related to water quality and water resources education and instruction. In addition some materials related to hazardous materials, solid wastes, and public participation are included. Each entry in the resume section of this document provides, where appropriate: (1) the title; (2) the publication date; (3) the name(s) of the author(s); (4) a set of descriptors assigned to the entry for the purpose of indexing; (5) the number of pages; (6) an abstract describing the entry; and (7) information on the availability of the complete document. Also included in this publication are procedures to illustrate how instructors and curriculum developers can locate instructional materials which meet general or highly specific requirements of their programs. This publication supplements, but does not replace, supplements 1-31. (CW)

ED 301 471 SE 050 222

Liem, Tik L.

Invitations to Science Inquiry. Second Edition.

Report No.—BA4347; ISBN-0-536-05768-0

Pub Date—87

Note—488p.; Drawings may not reproduce well.

Available from—Dr. Tik L. Liem, 505 W. Madison Avenue #12, El Cajon, CA 92020 ($44.75 includes postage and handling).

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—*Demonstrations (Educational), *Discovery Learning, Elementary School Science, Elementary Secondary Education, *Inquiry, *Intermediate Grades, Junior High Schools, Middle Schools, Science Education, *Science Instruction, *Secondary School Science, Teaching Methods

In the teaching of a science concept, it is important for the teacher to arouse the student's curiosity. Once curiosity is aroused, the students will learn much more on their own than the teacher can ever teach them. The use of discrepant events in the teaching of science is one of the best methods to arouse this curiosity. This book is a collection of thoroughly tested discrepant events. They can be used to initiate or sustain a lesson in virtually any topic of science at the upper elementary or intermediate level. They can also be used as reinforcement activities or as challenging problems for further inquiry. The description of each discrepant event is organized to provide the teacher with maximum guidance for conducting a science inquiry lesson. In this book over 400 events, activities and demonstrations are organized into four major topics. These topics include: (1) "Environment"; (2) "Energy"; (3) "Forces and Motion on Earth and in Space"; and (4) "Living Things." Each includes a list of materials, the procedure, questions to be asked by the teacher, and an explanation of the event. (CW)

ED 301 472 SE 050 223

Elementary and Secondary Education for Science and Engineering: A Technical Memorandum.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

Report No.—OTA-TM-SET-41

Pub Date—Dec 88

Note—153p.; Photographs and pages with small print may not reproduce well.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 ($7.00).

Pub Type— Reports - Research (143) — Opinion Papers (120)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Comparative Education, *Elementary School Mathematics, *Elementary School Science, Elementary Secondary Education, Engineering Education, Foreign Countries, Instructional Materials, Mathematics Education, *Mathematics Instruction, Science Education, *Science Instruction, *Secondary School Mathematics, *Secondary School Science, Statistical Data, Teaching Methods, Textbooks

Students make many choices over a long period,

and choose a career through a complicated process. This process includes formal instruction in mathematics and science, and the opportunity for informal education in museums, science centers, and recreational programs. The influence of family, teachers, peers, and the electronic media can make an enormous difference. This memorandum analyzes these influences. Because education is all one system, policymakers interested in nuturing scientists and engineers must address the educational environment as a totality; changing only one part of the system will not yield the desired result. Discussions covered in this report include how the science and engineering talent pool is shaped; the formal educational process; teachers; teaching methods; informal education; and how to improve science and mathematics education. Appendices include a list of the major national databases on K-12 science and mathematics education and students; science and mathematics education in the USSR, Great Britain, and Japan; a survey of the National Association for Research in Science Teaching; and a list of the reports of contractors prepared for this document. (CW)

ED 301 473 SE 050 224
Esler, William K. Esler, Mary K.
Teaching Elementary Science. Fifth Edition.
Report No.—ISBN-0-534-09528-3
Pub Date—89
Note—546p.
Available from—Wadsworth, Inc., 10 Davis Drive, Belmont, CA 94002 ($39.25).
Pub Type— Books (010) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Educational Objectives, Elementary Education, *Elementary School Science, Inservice Teacher Education, Instructional Materials, Lesson Plans, Preservice Teacher Education, Science Education, *Science Instruction, Teaching Methods

Children are naturally curious about their environment. Young children observe and openly seek to understand what they see. Many teachers find that science is the near perfect vehicle to help children develop their thinking skills. The task of the elementary school science teacher is to help children acquire the skills and knowledge necessary to understand the world around them. The purpose of this book is to help preservice and inservice elementary school teachers acquire the skill, knowledge and attitudes that will enable them to teach science well in their classrooms. This book consists of two parts which are organized sequentially; how to teach and what to teach. Each chapter contains objectives, exercises, and self-checks of the learning. Extension activities can be found at the end of each chapter in section one. The science content in section two is divided into 18 major topics. Each of the concepts is accompanied by a brief discussion dealing with the heart of the content. Also included are several sample lesson plans and a summary of the major concepts. Appendices include a list of commercial suppliers of science materials and audio-visual materials, a directory of elementary science textbooks, a list of sources of free and inexpensive science teaching materials, a list of professional publications, a list of software suppliers and a list of tradebook suppliers. (CW)

ED 301 474 SE 050 225
Frankel, Mark S., Ed.
Science, Engineering and Ethics: State-of-the-Art and Future Directions. Report on a AAAS Workshop and Symposium February 1988.
Report No.—88-28
Pub Date—88
Note—105p.
Available from—American Association for the Advancement of Science, Office of Scientific Freedom and Responsibility, 1333 H Street, NW, Washington, DC 20005 (free as long as supply lasts).
Pub Type— Collected Works - Proceedings (021) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—*Educational Principles, *Engineering Education, Ethical Instruction, *Ethics, Government Role, Intellectual Freedom, *Research, Science Education, *Science Instruction, *Values, Values Education, Workshops
Identifiers—*National Science Foundation

The field of ethics and values studies in science and technology has experienced an expansion since the 1970s including increased numbers of organizations, publications, research studies, workshops, and conferences. As a consequence, scholarly and public attention focus more frequently on ethics and values issues. In an effort to pause and reflect on the field's past achievements, its current status, and recommend future activities, the American Association for the Advancement of Science (AAAS) Office of Scientific Freedom and Responsibility convened this workshop at the 1988 AAAS annual meeting in Boston (Massachusetts). The workshop was organized into three working groups-two on research and one on education-and each prepared reports for presentation at the concluding session. This document contains a synopsis of each of nine papers presented at a two-session symposium on the same theme at the AAAS annual meeting; the reports of each of the working groups; formal comments from a number of the participants of the meeting; and a concise list of recommendations and conclusions from the workshop. Appendices include a list of the workshop participants, a list of goals and discussion topics, a discussion of the funding for ethics and values studies from two perspectives, and a statement of the role of the National Science Foundation concerning this field. (CW)

ED 301 475 SE 050 227
Brown, William R.
Test Mapping.
Pub Date—88
Note—20p.; May not reproduce well. Best copy available.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Methods, Higher Education, *Student Evaluation, Teacher Made Tests, *Test Construction, *Test Format, *Testing, Test Reliability, Test Validity

The evaluation tools written by teachers are rarely valid or reliable. One teaching aid that can help in the creation of an effective evaluation instrument is called a test map. A test map is a systematic method to consider variables that are important in the construction of the format of a test. Five variables that are discussed in the test mapping discussions in this paper are time on task, level of learning; type of questions; number of questions; and difficulty order by area. Also included in this document are forms that can be used in this method and an example of the development of a test map using arithmetic content. (CW)

ED 301 476 SE 050 228
Heath, Zolika A.
An Application of Stark's Framework: Identification and Validation of Criteria to Evaluate Science Course Delivery Systems.
Pub Date—88
Note—87p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Allied Health Occupations, *Allied Health Occupations Education, *College Science, *Educational Assessment, Health Education, Higher Education, Medical Education, *Professional Education, *Program Evaluation, *Vocational Education

Science core curricula for allied health students have been plagued by accreditation impediments and criticized for insufficient depth and irrelevance. Health center basic science departments are administered under various arrangements. Superimposed on this basic science organizational variety is the complexity of the colleges of allied health. Typically, they offer several programs with distinct curricula and unique accreditation standards imposed by different accrediting bodies. The purpose of this study was to identify and validate criteria that can be used to evaluate the delivery system for science related courses for baccalaureate allied health students in academic centers. Included in this study is an explanation of Stark's Framework which was used to evaluate the criteria in this study. There are 62 references. (CW)

ED 301 477 SE 050 243
Midgley, Carol And Others
Student/Teacher Relations and Attitudes toward Mathematics before and after the Transition to Junior High School.
Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency—National Science Foundation, Washington, D.C.; Urban Wildlife Research Center, Inc., Ellicott City, Md.
Pub Date—88
Grant—NICHD-HD17296; NIMH-MH31724; NSF-BNS-8510504
Note—25p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Junior High Schools, *Junior High School Students, *Mathematics Achievement, Mathematics Anxiety, Mathematics Education, Mathematics Instruction, *Secondary School Mathematics, *Student Attitudes, Teacher Attitudes, *Teacher Behavior, Teacher Characteristics, *Teacher Student Relationship

A longitudinal study was conducted to determine the effect of teachers and achievement on the students valuing of mathematics. A total of 1,301 students and the teachers they had for mathematics before and after transition to junior high school were involved in the study. It was found that when students move from elementary teachers they percieve to be low in support to junior high teachers they perceive to be high in support, the intrinsic value of math is enhanced, while students who move from teachers they perceive to be high in support to teachers they perceive to be low in support experience a sharp decline in both intrinsic value and perceived usefulness and importance of math. Students' perceptions of the usefulness and importance of math interacts with achievement level. Math values decrease more sharply during the first year of junior high for low achieving students who move from more supportive to less supportive teachers than for high achieving students who experience the same change. (Author/TW)

ED 301 478 SE 050 253
Fleming, Vicki
The History of Algebra in the U.S. Secondary Curriculum 1984-1988.
Pub Date—31 Oct 88
Note—15p.
Pub Type— Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Algebra, *Curriculum Development, Educational Research, *Educational Theories, Learning Theories, *Mathematics Curriculum, Secondary Education, *Secondary School Mathematics, Social Influences, Technological Advancement
Identifiers—Mathematics Education Research, *Mathematics History

Tracing the history of algebra within the U.S. secondary curriculum requires at the same time a review of the various reform movements relevant to secondary education, an acknowledgement of the sociological, political, and psychological perspectives driving these reforms, and most importantly, the perceived role of mathematics in the education of the junior high and high school populations. Making algebra more relevant and developing greater understanding, as is currently being urged, is not a new curriculum concept. What will differ is the learning theory used to achieve understanding. The development of these ideas is carefully traced through the recommendations of influential committees, text materials, and the writings of psychological theorists, all considered in relation to other events of their times. The paper concludes, "just as in the past, skills and structural understanding are the goals of the current curriculum movement. The traditional algebra curriculum works for routine and repetitive problems but not for the development of free and creative thinking so fundamental to mathematical modeling and problem solving. It is the technological advances which will perhaps give us the motivation to stress both conceptual knowledge as well as technical facility in routine skills..." (Author/MNS)

ED 301 479 SE 050 254
Baker, Thomas E.
Attracting and Retaining Secondary Mathematics and Science Teachers.
Pub Date—Aug 88
Note—11p.; Paper presented at the Annual Conference for the Advancement of Mathematics Teaching (35th, Houston, TX, August 4, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Education Majors, Higher Education, *Mathematics Teachers, Pres-

ervice Teacher Education, *Science Teachers, Secondary Education, *Secondary School Mathematics, *Secondary School Science, Secondary School Teachers, Surveys, Teacher Recruitment, *Teacher Supply and Demand
Identifiers—*Texas
Presented are the findings of a survey of students who are, or have been, participants in the King Foundation Forgivable Loan Program in Texas for preservice secondary mathematics or science teachers. Data on the number of respondents in the program and not in the program, and their reasons for staying or leaving (that is, teaching mathematics or science or not teaching those subjects) are given. The loan program seems to have had only a modest influence on students' decisions to become secondary mathematics or science teachers, although several did report such an influence. Perhaps more important, informal written comments indicate the program encouraged some others to stay with their original decision. The program's strongest influence may be on the retention rate of new teachers. Moreover, the dropout rate from teaching is low. (MN5)

ED 301 480 SE 050 255
House, J. Daniel
An Investigation of the Effect of Student and Tutor Gender on Grades Earned in College Mathematics and Science Courses.
Pub Date—88
Note—17p.; Paper presented at the Annual Meeting of the Illinois Association for Institutional Research (Rosemont, IL, November 4, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Mathematics, *College Science, College Students, Higher Education, *Peer Teaching, *Remedial Instruction, *Sex Differences, *Tutoring
Peer-tutoring programs have been found to produce positive effects on student achievement. There has been relatively little research on the effects of tutor characteristics on the achievement of college students who receive tutoring. The purpose of this study was to investigate the relationship between the sex of tutors and students' sex on achievement in introductory-level science and math courses for students who received tutoring. The grades of 333 students were evaluated using analysis of variance. The results of this study indicate that students did better when they worked with a tutor of the same sex. The availability of same-sex tutors may provide a strategy for improving female students' achievement in college math and science courses. (Author)

SO

ED 301 481 SO 018 282
Counelis, James Steve
The Adult Religious Retreat and the Higher Learning: Theory, Design, and Evaluation.
Pub Date—14 Sep 86
Note—128p.; For a related document, see SO 019 434.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Adult Education, Case Studies, *Choral Music, Christianity, Church Programs, *Music Education, Program Content, Program Design, Program Evaluation, *Religious Education, Research Projects, Statistical Analysis, Theories
Identifiers—*Federation of Greek Orthodox Choirs, Greek Orthodox Church, *Retreats
This paper presents a case study of a Christian retreat held by the Federation of Greek Orthodox Choirs of the Western States of the Diocese of San Francisco (California), March 14-06, 1986 at St. Nicholas Ranch and Retreat Center, Squaw Valley, California. The religious retreat is defined as a short-term, intensive educational program designed to be religiously informative and spiritually rewarding, and the study involved seven retreat program segments that included evaluations of: (1) the retreat's effectiveness; (2) a liturgy rehearsal; (3) a retreat theme, "Music and Spiritual Experience"; (4) a second retreat theme, "Sacred Time for Adam, Eve, and Me"; (5) a discussion of the relationship between liturgical music and computers; (6) the use of quiet time periods and meditation; and (7) religious services. Other topics included a statistical comparison of religious information and spiritual rewards across retreat events and general principles for designing religious retreats. Appendices include: (1) a list of church leaders; (2) suggested guidelines for choir retreats; (3) the retreat schedule; (4) the retreat discussion guide; (5) references; (6) the retreat's program evaluation form; (7) the facilities' and services' evaluation form; (8) a report of statistical coefficients; (9) selected lecture notes; and (10) written evaluation comments. Nine tables and three charts are included. (JHP)

ED 301 482 SO 019 111
Mejoramiento de la Produccion de Materiales de Educacion en Poblacion para la Enseanzas Primaria y la Post-Alfabetizacion. Taller Regional (Santiago, Chile, 27 mayo-5 junio, 1987). Informe Final (Upgrading the Production of Population Education Materials for Primary Education and Post-Literacy. Regional Workshop (Santiago, Chile, May 27-June 5, 1987). Final Report.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—Nov 87
Note—71p.
Language—Spanish
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Compensatory Education, Developing Nations, *Educational Development, *Educational Improvement, Educational Objectives, *Educational Planning, Elementary Secondary Education, Foreign Countries, *Instructional Effectiveness, *Literacy Education, *Population Education, Professional Education, Social Studies, Teacher Education
Identifiers—*Latin America
This report contains the results of an operational training workshop covering 11 case studies on the production of teaching materials for population education and used for elementary education, literacy, and post-literacy programs. The workshop covered the planning and design for the production of teaching materials including an eight step practical design for constructing such materials along with pilot programs to be integrated into the social studies courses. Specific countries whose programs were featured included: (1) Bolivia; (2) Ecuador; (3) El Salvador; (4) Haiti; (5) Honduras; and (6) Nicaragua. The Nicaraguan contribution, "Some Aspects of Family Life" (with corresponding teaching guide) was prepared for parents taking evening classes and the topics covered were structure and composition of the family, the sex life of a couple, children's developing sexual curiosity, and sexual expression of adolescents. The target audience for these materials is the National Association of Heads of Families, consisting of 80,000 members. (NL)

ED 301 483 SO 019 114
Mirando al Futuro del Desarrollo Humano en America Latina y el Caribe. Seminario Regional sobre Universalization de la Educacion (Sucre, Bolivia, 4-10 mayo 1987) (Looking at the Future of Human Development in Latin America and the Caribbean. Regional Seminar on the Universalization of Education [Sucre, Bolivia, May 4-10, 1987]).
United Nations Children's Fund, Santiago (Chile). Oficina Regional para las Americas.; United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—Feb 87
Note—115p.
Language—Spanish
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Curriculum Development, *Developing Nations, *Educational Improvement, Educational Objectives, Educational Planning, Elementary Education, Ethnic Groups, Experimental Curriculum, Family School Relationship, Females, Foreign Countries, Literacy Education, Minority Groups, *Multicultural Education, Program Evaluation
Identifiers—*Latin America, UNESCO, UNICEF
One of every two children in developing nations does not complete primary school and four out of ten adults do not read or write. Of these ten, six are women. There were 44 million illiterate adults in Latin America in 1985, and of the 66 million school age children, 8.5 million were not in school. Thirty million of these children lived in poverty. In 1983, a project was begun with UNESCO/UNICEF in collaboration with interested countries, for the universalization of primary school education and to address problem of illiteracy. This seminar was organized to evaluate literacy programs, analyze national experiences, and search for alternatives to the continuing deterioration in providing basic education. Also examined were the role of education in child development and the factors in Latin America that affect access to education. Among the conditions affecting educational development were malnutrition, unemployment, inadequate facilities, and cultural discrimination. In 1984 a national, rural primary school program was implemented in Bolivia in conjunction with the Universalization of Education program (UPEL). A guide was developed for instructors, as well as a textbook series of 20 stories, related to the themes of infant development, sex education, and responsible parenting. These materials emphasized the participation of women and attempted to strengthen women's cultural identity. The program incorporated teachers and community volunteers. An estimated 10,000 women achieved literacy through the efforts of more than 2,000 community volunteers in the program. A description of various projects in the countries represented at the seminar is provided in an appendix. (NL)

ED 301 484 SO 019 119
Proyecto Principal de Educacion en America Latina y El Caribe. UNESCO Boletin 14 (Major Project for Education in Latin America and the Caribbean. UNESCO Bulletin 14).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—Dec 87
Note—60p.
Available from—Regional Office for Education in Latin America and the Caribbean, Enrique Delpiano 2058, Casilla 3187, Santiago, Chile.
Language—Spanish
Pub Type— Collected Works - General (020) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Computer Assisted Instruction, *Computers, Correspondence Study, Developing Nations, Disadvantaged Schools, Educational Development, *Educational Improvement, *Educational Planning, *Educational Research, Emerging Occupations, Foreign Countries, Research and Development, Rural Schools, School Health Services, Technical Education, Technological Advancement, Technology Transfer
Identifiers—*Latin America
This document begins by describing the technological revolution and the impact of computers, and their role in education in Latin America and the Caribbean. Some educators believe that computer literacy can provide young people with access to better jobs in the society of the future and upgrade the level of education in general. An article by Martin Carnoy, Hugh Daley, and Liza Loop, "Education and Computers: Panorama and Reality," evaluates these arguments. The relation between the cost effectiveness of education in computer assisted instruction (CAI) is compared to the rates of student success and future employment. Research indicates that only a small fraction of jobs require higher skills, and while CAI seems to promote faster learning, especially among slow learners, the cost of equipment and trained personnel may be too great in countries with a low per capita income. Marta Mena discusses the relevance of current adult education correspondence courses and presents a scheme for their redesign in light of new information and current thought. The old model is directed to remedial action, with prescribed steps based on the search for efficiency in learning. Generally, these programs have been directed to isolated adults, considered as receptors of predetermined products, who will understand, accept, and apply the content established by the system. An analysis by Rodrigo Parra Sandoval concerning rural schooling in Colombia and a paper by Dr. J. Peter Figueroa on the need to incorporate school health programs in educational planning, are included. (NL)

ED 301 485 SO 019 204
Ghosh, Suresh Chandra
The Genesis of the 1986 National Policy on Education.
Pub Date—[24 Mar 88]

Note—28p.; Paper presented at the Panel on Educational Policy (Bloomington, IN, March 24, 1988).
Available from—Suresh Chandra Ghosh, Jawaharlal Nehru University, 18 JNU New Campus, New Delhi 110067, India.
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Access to Education, *Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education
Identifiers—*India, *National Policy on Education 1986 (India)
This paper discusses India's 1986 National Policy on Education and describes the policy's emphasis on the essential characteristics of a national educational system that provides opportunities for equal access to education irrespective of class, caste, creed, sex, or geographic location. The development of Indian education is featured, and the historical role of various Indian commissions in the design and synthesis of national educational policies is chronicled. This document suggests that the reasons for developing the new education policy may be more political than educational and that implementing it will be difficult because of the country's vastness, numerous social problems, and political unrest. (JHP)

ED 301 486 SO 019 282
Know Your America: Suggested Study Course in Americanism. Revised Edition.
American Legion, Indianapolis, IN. Americanism and Children's Youth Div.
Pub Date—Mar 86
Note—69p.
Available from—American Legion, Americanism and Children & Youth Division, P.O. Box 1055, Indianapolis, IN 46206 ($.75).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Citizenship Education, *Citizenship Responsibility, Elementary Secondary Education, *Federal Government, *Patriotism, Postsecondary Education, Presidents of the United States, Resource Units, Social Studies, United States History, Units of Study
Identifiers—Flags, Historical Materials
The purpose of this booklet is to increase understanding of fundamental U.S. documents, the U.S. flag, patriotic institutions, and of San Francisco (California), March 14-16, 1986 of U.S. residents. Unit 2 describes and interprets the code of displaying the U.S. flag and provides a suggested flag education unit of study. Units 3 and 4 offer questions and answers about the U.S. Declaration of Independence and U.S. Constitution, while unit 5 provides a suggested citizenship course for foreign-born persons in preparation for naturalized citizenship and includes excerpts from addresses to new citizens by President Woodrow Wilson and U.S. District Court Judge John W. Delehant. A calendar of historical events and birthdays of famous U.S. citizens are provided in unit 6. Unit 7 includes a list of U.S. presidents and important events that occurred in each presidential administration, while unit 8 provides sections of selected U.S. documents. Selected patriotic quotations by famous people are provided in Units 6 and 8. Drawings of flags are included. (JHP)

ED 301 487 SO 019 423
Options and Decisions in Women's Educational Equity, 1988: A Report from the National Advisory Council on Women's Educational Programs.
National Advisory Council on Women's Educational Programs, Washington, D.C.
Pub Date—88
Note—28p.
Available from—Committee Management, U.S. Department of Education, Room 3057, F.O.B. #6, 400 Maryland Ave., SW, Washington, DC 20202.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Access to Education, Educational Discrimination, Educational Opportunities, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Females, Higher Education, Nondiscriminatory Education, Sex Discrimination, Sex Fairness, *Womens Education
This booklet describes results of a research study, undertaken by the National Advisory Council on Women's Educational Programs, to determine recent developments in achieving women's educational equity and possible future directions of this movement. Selected trends, achievements, and areas in which equity has not been achieved are identified. The report presents specific information on: (1) participation patterns in elementary, secondary, and higher education; (2) changes in women's expectations for their own education; (3) persistent achievement differences; (4) differences that indicate educational inequity; (5) opportunities for women in entrepreneurial and senior corporate positions; and (6) employment options. Problems in implementing educational equity are described, and tables and a 30-item bibliography are included. (JHP)

ED 301 488 SO 019 426
Evaluacion de Programas de Alfabetizacion. Consulta Tecnica Regional (Maracaibo, Venezuela, 30 Noviembre-6 Diciembre 1987) Informe Final. (Evaluation of Literacy Programs. Regional Technical Meeting (Maracaibo, Venezuela, November 30-December 6, 1987).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
Pub Date—Mar 88
Note—49p.
Language—Spanish
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, Developing Nations, Educational Development, *Educational Improvement, Educational Objectives, Elementary Secondary Education, Foreign Countries, International Organizations, *Literacy Education, *National Programs, Professional Education, *Program Evaluation
Identifiers—*Latin America
The objectives of this seminar were to identify problems in evaluating literacy programs and to design a working strategy to confront them. Four presentations included national case studies from Brazil, Honduras, Nicaragua, and Venezuela. Central questions asked concerned who and what were evaluated and how were the results to be used. In Brazil, the goal of literacy programming was to reach everyone over 15 years of age. These programs would be for grades one through four, and materials would be produced for specific regional needs using the national language and would be designed to reach over 20 million illiterate adults and 30 million semi-literates. Honduras presented an analysis of national progress in attaining literacy and of available human, financial, and material resources. A quantitative evaluation of institutional support and its value, with an analysis of those institutions evaluated, was presented. The institutions included the United Nations Childrens Fund (UNICEF), Central Regional Fundamental Education for Latin America (CREFAL), Agency for International Development (AID), UNESCO, and the Regional Education Network (REPLAD). Nicaragua stated its goal as the elimination of illiteracy by the year 2000. Venezuela desired to guarantee basic education to adults who become literate and planned to accomplish this by means of the National Commission for Literacy, which integrates all national organizations, both official and private, that are linked to the educational process. The goal is to promote, coordinate, and evaluate existing literacy programs. A list of recommendations resulting from the seminar is provided. (NL)

ED 301 489 SO 019 434
Counelis, James Steve
The Value of Retreats in Orthodox Life: A Workshop Handbook.
Greek Orthodox Archdiocese of North and South America, San Francisco, CA. Diocese of San Francisco.
Pub Date—15 May 87
Note—50p.; Paper prepared for the Greek Orthodox Church Workshop on the Value of Retreats in Orthodox Life (Squaw Valley, CA, May 15-17, 1987).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Education, Christianity, Church Programs, Program Content, *Program Design, Program Evaluation, *Religious Education, *Workshops
Identifiers—*Greek Orthodox Church, *Retreats
This handbook was prepared for the guidance of participants in a workshop designed to help teach Greek Orthodox lay persons the basic elements for creating religious retreats. Part 1 of this document teach Greek Orthodox lay persons the basic elements for creating religious retreats. Part 1 of this document defines the meanings of the terms workshop and retreat and describes this workshop's goals on how to develop successful religious retreats. Part 2 discusses a profile of the Orthodox Christian teacher and the educational possibilities of retreats. Part 3 presents ideas for building a retreat based on tasks that include: (1) the retreat's theme; (2) retreat learning activities; (3) discussion group leadership and activities; and (4) retreat evaluation. Appendices include: (1) "Choir Retreats: Suggested Guidelines" (A. Counelis; J. Counelis); (2) "Empirical Findings from an Orthodox Christian Adult Retreat" (J. Counelis); (3) the Greek Orthodox Diocese of San Francisco (California) Fifth Annual Choir Federation Retreat's schedule and evaluation forms; and (4) three sources for obtaining Orthodox Christian resource materials. (JHP)

ED 301 490 SO 019 436
Ku, Charlotte
The Place of International Law in Departments of Political Science/Government.
Pub Date—2 Apr 88
Note—10p.; Paper presented at the Annual Meeting of the International Studies Association (29th, St. Louis, MO, March 30-April 2, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Content, Course Descriptions, Course Objectives, Higher Education, *Interdisciplinary Approach, *International Law, *International Relations, Law Related Education, *Political Science, Social Studies, *United States Government (Course)
Identifiers—*University of Virginia
This paper focuses on the teaching of international law in the University of Virginia's (Charlottesville) Department of Government and Foreign Affairs. It highlights the international law curriculum as part of the Foreign Affairs Department's course offerings and describes the purposes and objectives of courses in this curriculum. Problems that relate to teaching international law in conjunction with political science courses are discussed. A course outline for an undergraduate level international law course at the University of Virginia's Woodrow Wilson Department of Government and Foreign Affairs is attached. (JHP)

ED 301 491 SO 019 437
Alper, Donald K. And Others
Canada: Northern Neighbor.
Western Washington Univ., Bellingham. Center for Canadian and Canadian/American Studies.
Pub Date—88
Note—96p.
Available from—Center for Canadian and Canadian-American Studies, Canada House, Western Washington University, Bellingham, WA 98225 ($8.50).
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052) — Books (010)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, Foreign Countries, *Geography Instruction, *History Instruction, Instructional Materials, Learning Activities, Resource Units, *Social Studies, Teaching Guides, Units of Study
Identifiers—*Canada, Canadian Government
Designed for use in U.S. schools in grade levels ranging from upper elementary through high school, materials in this book may be used for a separate unit on Canada or to complement existing social studies, contemporary world problems, government, history, or geography courses. The book is arranged by topics that provide information about: (1) viewpoints concerning Canada; (2) the people and the land; (3) Canadian provinces and territories; (4) Canada as a land of numerous regions; (5) Canadian history; (6) Canada today; (7) the government; (8) Canada as a multicultural society; and (9) culture and sports. One or two learning activities that contain objectives, required materials, procedures, and teaching suggestions are included for each topic. A supplementary activities section contains additional teaching resources, word puzzles, and a

class quiz. A list of references provides both Canadian and U.S. citations and related computer software products. The Canadian Consulate General Offices in the United States, maps, tables, and drawings are included. (JHP)

ED 301 492 SO 019 438
Stubler, John R.
Participation in the Political Process.
Pub Date—88
Note—12p.
Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Course Descriptions, Higher Education, Participation, *Political Issues, *Political Science, Social Studies
Identifiers—*Indiana State University
This paper describes an undergraduate political science course at Indiana State University (Terre Haute) entitled "Contemporary Political Problems." Current politics, economics, and social problems are emphasized. The underlying objective is to encourage students to participate in a knowledgeable and meaningful manner in the political process at all levels of government and in society. The course structure, its emphases, and examination information are provided. Four appendices contain sample quizzes, and tables are included. (JHP)

ED 301 493 SO 019 439
Peters, Richard
Training Social Studies Teachers in Global Education: Strategies To Affect Instruction and Learning in the Kindergarten through Grade Twelve Curriculum.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
Pub Date—Aug 88
Note—20p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ecology, Elementary Secondary Education, *Global Approach, *Learning Strategies, *Social Studies, *Social Systems, *Teaching Methods, Teaching Models
A constant interaction and interdependence exists between ecological and social systems. This paper recommends that teachers: (1) first focus students' attention on their cultural, natural, and social surroundings; (2) teach students the relationship between the school's and the community's social environments; (3) utilize community resources whenever possible; (4) create field-based learning laboratory sites, such as nature trails or activity areas; (5) reinforce what has been previously been learned; (6) maximize individual instruction through the use of learning packets; and (7) focus on fundamental concepts, knowledge, and skills. Students should be taught that people and nature must exist in harmony and in interlocking dependency. Global cultures can be compared in terms of: (1) behavior; (2) communication; (3) customs and traditions; (4) dress, food, and shelter; (5) geography and topography; (6) institutions; (7) social roles and status; (8) technology and tools; and (9) values. Structured learning environments, simulated experience environments, and students' inquiry through game-related activities can be used to encourage learning. Charts, diagrams, and drawings are included. (JHP)

ED 301 494 SO 019 440
Reynolds, Joan K.
Resource Exchange: Linking Local School Communities through Peace & Global Studies.
Pub Date—[88]
Note—9p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Community Schools, Elementary Secondary Education, *Exchange Programs, *Global Approach, *International Programs, *Peace, Resources
This paper describes methods and a pilot program for developing coalitions that support global education at the local school system level. Guidelines are suggested for using international exchange students as resource persons in the classroom and for ways to show hospitality to international visitors. An attached student handout describes exchange problems in terms of stereotyping, inaccurate information, over simplification, and cultural bias. Drawings and photographs are included. (JHP)

ED 301 495 SO 019 441
Peters, Richard
Cognitive and Affective Domain Skills Development in the Continuous/Integrated/Sequential Global Education Curriculum.
Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
Pub Date—Jul 88
Note—114p.; Some pages may not reproduce clearly.
Pub Type— Guides - Non-Classroom (055) — Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cognitive Processes, Elementary Secondary Education, *Environmental Education, *Global Approach, Instructional Innovation, *Interdisciplinary Approach, Learning Strategies, *Skill Development, Social Studies, Teaching Methods
Based on the premise that environmental education should be taught in K-12 social studies classes, this document describes the eco/studies concept of the constant interaction between natural and human designed environments. The use of a model, through which students role play as researching social scientists, is described, along with the concepts of the learning laborstory, environmental surroundings, and global citizenship and studies. Appendices include 12 references, performance evaluation measures, sample subject related concept skills, suggested community resources, and a rationale for experiential learning. Charts and diagrams are provided. (JHP)

ED 301 496 SO 019 443
Flowers, R. Barri
Violent Women: Are They Catching Up To Violent Men or Have They Surpassed Them?
Pub Date—[87]
Note—19p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Crime, Drug Addiction, Family Violence, *Females, Incidence, Rape, *Social Behavior, Socioeconomic Influences, Terrorism, *Violence
Identifiers—*Crime Causation, Gangs, Homicide, Prostitution
Current statistics on arrests, convictions, and prison inmates and recent studies on violence by women indicate that the number of women who commit violent crimes is rising. Violent crimes include murder, rape, terrorism, gang participation, domestic violence, and prostitution. The first section, "Women Who Kill," discusses women who murder their partners in response to physical abuse. In "The Female Rapist," women are shown to be the aggressors in sexual assaults. Another violent crime, rarely associated with women, is terrorism. Recent studies show that female terrorists are displaying extreme viciousness and cruelty. As women struggle to meet their economic needs, their participation in gang activities that include muggings and thefts has increased. The physical abuse of children and partners by women appears to have surpassed the incidence of domestic violence by men. Violence that stems from prostitution involves the prostitutes' need to support their chemical dependency. Studies reveal that the increase in violence is not restricted to adult women, and the number of female juvenile offenders is also increasing. Four reasons are cited to explain violent women: (1) premenstrual syndrome; (2) the women's liberation movement; (3) economic pressures; and (4) substance abuse. Six suggestions are included for curbing violent behavior. (DJC)

ED 301 497 SO 019 444
Ediger, Marlow
Social Studies Curriculum in the Elementary School. Second Edition.
Pub Date—[88]
Note—241p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Curriculum Design, Curriculum Development, Elementary Education, *Elementary School Curriculum, Inservice Teacher Education, Preservice Teacher Education, *Social Studies, *Teacher Education Curriculum
Designed for use in preservice and inservice teacher education courses, this document focuses on the development of social studies curriculum. Chapter 1 provides information about recent trends in elementary level social studies. The value and development of resource and teaching units and lesson plans are emphasized in chapter 2, while chapter 3 considers the use of selected social studies learning activities. Chapter 4 addresses reading problems in relation to social studies classes, and chapter 5 describes the classroom use of maps and globes. Methods of grouping students for instructional purposes are described in chapter 6, while chapter 7 investigates the teaching of current events. Chapters 8-10 describe student committees, classroom creativity, and social studies curriculum issues. Chapter 11 discusses selected educational philosophies and learning psychology in relation to social studies education, and chapter 12 explores various methods of student achievement evaluation. Each chapter contains a list of discussion questions and selected resources. (JHP)

ED 301 498 SO 019 445
Soldier-Statesmen of the States.
Office of the Special Assistant for the Bicentennial of the United States Constitution (Army), Washington, DC.
Pub Date—88
Note—125p.
Pub Type— Historical Materials (060) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Biographies, *Military Service, *Public Service, *State History, United States History, *Veterans
Arranged alphabetically by states, this document contains brief biographical sketches of selected U.S. veterans who have contributed a rich legacy of service, achievement, and dedication to states and to the nation. Although not exhaustive, this collection illustrates these men's record of public service during various periods of U.S. history. Each man's biography contains vital statistics, birthplace, education, military service, public service, and current residence or place of internment. (DJC)

ED 301 499 SO 019 446
Nielsen, John
Immigration and the Low-Cost Housing Shortage: The Los Angeles Area's Experience.
Center for Immigration Studies, Washington, DC.
Pub Date—[88]
Note—18p.; Some pages contain light, broken type.
Available from—Center for Immigration Studies, 1775 T St. N.W., Washington, DC 20009.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Homeless People, Housing Deficiencies, *Housing Needs, *Immigrants, *Low Rent Housing, Residential Patterns
Identifiers—*California (Los Angeles)
Rising housing costs, increased homelessness, and the debate over illegal immigrants residing in publically assisted housing have renewed media and public interest in immigration's contribution to the Los Angeles, California area's problems of scarce low-cost housing, homelessness, and housing code violations. Recent data suggest that immigrants are disproportionately both the victims of and contributors to the housing crisis, although the problems are also aggravated by commercial conversion of low-cost housing, stagnating federal aid, and diminished tax and loan incentives. As the Los Angeles percentage of poverty-level residents has risen, the area's low-cost housing has become more scarce and increasingly costly. Mexico's and Latin America's problems continue to encourage an increase of immigrants, whose powerlessness has allowed unscrupulous landlords to rent properties to them that violate codes of safety and zoning. Suggestions for improvements include: (1) increased coordination between immigration and urban development policies; (2) rigorous immigrant screening for publicly assisted housing entitlements; (3) a national level concern and assistance; (4) policies to help ease the clustering of immigrants in major urban centers; (5) a reduction in low-wage, labor intensive urban industries that depend on foreign labor; and (6) stronger anti-housing discrimination laws, housing code enforcement, and assistance to newly legalized citizens in asserting tenants' rights. (JHP)

ED 301 500 SO 019 448
Bouvier, Leon
The Impact of Immigration on Congressional Representation.
Center for Immigration Studies, Washington, DC.
Pub Date—6 Jul 88

Note—17p.
Available from—Center for Immigration Studies, 1775 T St. N.W., Washington, DC 20009.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Geographic Location, *Immigrants, *Legislators, Migration, Migration Patterns, Place of Residence, *Population Distribution, Population Trends, Trend Analysis
Identifiers—California, *Congress, Florida
Explanation of shifts in U.S. Congressional representation among states have often overlooked the effects of international migration on the size and distribution of the U.S. population. Seventy percent of recent U.S. immigrants have settled in California, New York, Texas, Florida, New Jersey, and Illinois. Estimates of the distribution of immigrants from 1950-1980 indicated that these six states had 16 more Congressional seats in 1980 than they would have had in the absence of immigration. California gained six seats through immigration, which represented 40 percent of its total representation increase. With a net immigration of 450,000 persons yearly, the six major immigrant receiving states will increase their share of Congressional seats from 161 in 1985 to 179 in 2010, with seven of these 18 added seats attributable to immigration. A net immigration number of 750,000 yearly would enable the six receiving states to increase their share over the next three decades to 184, 12 seats more than they would have had without immigrant settlement. California would gain the largest number of Congressional seats as a result of either projection, receiving by 2010 four seats through an annual immigration of 450,000 or seven seats if immigration is 750,000 per year. Tables and graphs are included. (Author/JHP)

ED 301 501 SO 019 449
Brown, Rexford
Schooling and Thoughtfulness.
Council for Basic Education, Washington, D.C.
Pub Date—88
Note—9p.
Available from—Council for Basic Education, 725 15th St., NW, Washington, DC 20005 ($2.00).
Journal Cit—Basic Education: Issues, Answers & Facts; v3 n3 Spr 1988
Pub Type— Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Influence, Competence, *Competency Based Education, *Education Work Relationship, Functional Literacy, *High School Graduates
The basic skills of reading, writing, and performing simple mathematical operations are not adequate for the non-college bound high school graduates to be fully prepared to enter the job market. Businesses today require employees who can communicate effectively, solve complex and unanticipated problems, and exercise tact and judgment. If the workplace requires that the majority of high school graduates be creative, intellectually flexible, team players, strong communicators, and steeped in a core of common knowledge, then schooling will have to change radically. The old literacy has a mechanistic quality; it can be broken down into little parts and taught one part at a time. The new literacy or thoughtfulness is organic and can only be acquired in social contexts and through social interaction. From the perspective of current educational practice, this new literacy appears to be very difficult to manage or measure and impossible to individualize or standardize. Restructuring of the current school system offers little hope, if society does not believe that the characteristics of the new literacy are essential to education. (DJC)

ED 301 502 SO 019 450
Coleman, Gary And Others
We the People: Students, Teachers, Lawyers Working Together. Law-Related Lessons on Teaching the Constitution [8th Grade Book].
Constitutional Rights Foundation, Chicago, IL.
Spons Agency—Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date—87
Grant—85-JS-CX-0007
Note—101p.
Available from—Constitutional Rights Foundation, Suite 730, 220 S. State Street, Chicago, IL 60604.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Citizenship Education, *Class Activities, *Constitutional Law, Curriculum Enrichment, *Grade 8, Instructional Materials, Junior High Schools, *Law Related Education, *Social Studies
Identifiers—*United States Constitution
This booklet contains 15 lessons to infuse the study of law and citizenship education into an eighth grade social studies curriculum. The lessons are designed to encourage inquiry among the students and to use community resource people, particularly attorneys. Through these lessons, teachers can build support for democratic values, while students are developing skills needed by today's citizens. Individual lessons cover constitutional rights, the Bill of Rights, legislation development, the interaction of federal, state, and local governments, handgun control, the death penalty, juveniles and the law, civil law, due process, trials, law enforcers, and the First Amendment to the U.S. Constitution. Each lesson includes an introduction, objectives, resource materials, and activities. The activities include case studies, surveys, a mock trial script, and discussion questions. The booklet also contains a teacher checklist for classroom visitors, a guideline for resource experts, suggestions for handling controversy, and guidelines for small group work. (DJC)

ED 301 503 SO 019 452
North, David S.
Immigration Reform in Its First Year. CIS Paper 4.
Center for Immigration Studies, Washington, DC.
Pub Date—Nov 87
Note—48p.; For related documents, see ED 300 307-308.
Available from—Center for Immigration Studies, 1775 T Street, NW, Washington, DC 20009 ($6.95).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Agricultural Laborers, *Labor Legislation, Labor Market, Statistical Surveys, *Undocumented Immigrants
Identifiers—Immigration and Naturalization Service, *Immigration Impact, *Immigration Reform and Control Act 1986
This document assesses the preliminary impact of the first year of the Immigration Reform and Control Act of 1986 (IRCA). The act had three primary goals: (1) to discourage illegal immigration into the United States and to encourage the departure of recent illegal immigrants; (2) to permit the legalization of illegal immigrants who have been in the United States since 1982; and (3) to reduce the impact of illegal immigrants in the labor market to allow for residents' employment and to raise wages. The statistics indicate that illegal immigration has declined across the southern U.S. border, that there is scattered evidence that aliens are leaving, and that only 800,000 aliens have applied for legalization under IRCA. It is still too early to discern the IRCA's impact on the labor market, and little evidence has emerged concerning agricultural losses or unusual wage increases that opponents to the law feared would occur. Six tables are included. (DJC)

ED 301 504 SO 019 456
Miller, Mark J. Lovell, Malcolm R., Jr.
Employer Sanctions in Europe. CIS Paper 3.
Center for Immigration Studies, Washington, DC.
Pub Date—Apr 87
Note—51p.
Available from—Center for Immigration Studies, 1775 T Street, N.W., Washington, DC 20009 ($6.95).
Pub Type— Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Compliance (Legal), Employer Employee Relationship, Employers, Employment Problems, *Law Enforcement, *Undocumented Immigrants
Identifiers—*Europe (West), France, Government Business Cooperation, *Immigration Law, West Germany
This booklet contains two papers on Western European countries' attempt to deal with illegal immigration through employer sanctions. In "Deterrence without Discrimination," Mark J. Miller discusses the sanctions employed by France and the Federal Republic of Germany (FRG). Evidence from the early years of enforcement reveals that due to poor interagency cooperation, insufficient enforcement personnel, and mild penalties, the sanctions appeared to have failed. However, in the early 1980s, when France and the FRG toughened their enforcement, the evidence indicates that job discrimination against North African Arabs did not increase, and Europeans now regard the sanctions as necessary to combat the exploitation of illegal immigrants. Malcolm R. Lovell, Jr. draws on Miller's analysis in "Europe's Lessons for America" and perceives the European experience as an important lesson for the United States. In the United States, the Department of Labor, the Social Security Administration, and the Internal Revenue Service need to play major roles in the enforcement of sanctions, while employer cooperation with these agencies is vital. The U.S. Immigration and Nationalization Service must be fully supported by Congress, and the re-evaluation of fines and penalties must occur on a regular basis. A conclusion of both papers is that employer sanctions are not a cure-all for the complex problem of illegal immigration in Europe or the United States. (DJC)

ED 301 505 SO 019 457
Savino, Ronald J.
The Stock Market and Economic Principles: A Curriculum Project.
Pub Date—1 May 87
Note—12p.; Paper submitted to The Joint Council on Economic Education for the National Awards Competition. Curriculum guide is not included.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, *Economics Education, Evaluation Criteria, High Schools, *Investment, Resource Materials, *Student Projects, Teacher Developed Materials
Identifiers—Corporations, *Macroeconomics, *Stock Market
This paper outlines how to teach macroeconomic principles through mock stock market investing while helping students develop economic awareness, interest, and comprehension on a more sophisticated level. The basic textbook is "The Economy Today" (B. R. Schiller). After two weeks of teaching basic economic concepts and vocabulary, such as capitalism, socialism, the business cycle, and the flow of economic activity, basic market terminology is introduced through activity sheets developed by the New York Stock Exchange and a workbook, "You and the Investment World." The students are taught about the role of securities in the U.S. economy, the organization of the stock market, and the process of stock trading, while the activity sheets assist students in understanding newspaper stock tables, factors that influence stock prices, and securities' safeguards. Corporation reports are used to introduce products and financial status as students seek investment possibilities. Students begin their mock stock portfolios by investing in four or five corporations and monitoring their investments through the stock market prices listed in newspapers. Each stock portfolio is evaluated on: (1) stock monitoring and gains and losses; (2) the graphs for each stock reflecting price fluctuations; and (3) the accompanying report of economic issues relating to the purchased stock and the analysis and observation of market trends. In addition, 10 major essay examinations and 12 quizzes are given. (DJC)

ED 301 506 SO 019 459
Marley, Carol
Geography: A Guide to Reference Sources. [Revised].
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date—88
Note—29p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Foreign Countries, *Geography, *Human Geography, Library Guides, *Resource Materials
Identifiers—*McGill University (Canada)
This revised annotated bibliography about geography concentrates on reference materials located in the McLennan Library of McGill University (Montreal, Quebec), and it emphasizes human rather than physical geography. The resources are presented in nine areas: (1) guides to the literature; (2) dictionaries; (3) gazeteers and place names; (4) encyclopedias and handbooks; (5) directories; (6) biography; (7) bibliographies; (8) periodical lists; and (9) maps and atlases. Computer databases are mentioned, along with their printed versions.

McLennan Library's call numbers are included. (DJC)

ED 301 507 SO 019 468
Ludquist, Georgia, Comp.
Quebec Studies: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
Report No.—ISBN-0-7717-0181-0
Pub Date—88
Note—23p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Area Studies, Culture, Foreign Countries, Library Guides, Politics, *Resource Materials, Sociology
Identifiers—Canadian Studies, *McGill University (Canada), *Quebec

This annotated bibliography compiles a variety of bibliographies and reference tools in the McGill University Library System (Montreal, Quebec) that are useful for research on Quebec, and its emphasis is on the sociological and political aspects of Quebec life and culture. The bibliography is presented in two parts that include reference sources and bibliography. Reference sources include encyclopedias, yearbooks, biographies, and directories. The bibliography section is divided into four parts: (1) bibliographical guides; (2) newspapers and periodicals; (3) general bibliographical sources; and (4) subject bibliographies that cover history, economics, social life, politics, language, culture, religion, urban and regional development, regional studies, native groups, immigration, ethnic groups, and women. Although some titles are in French, all annotations are in English. (DJC)

ED 301 508 SO 019 470
Overview of Endowment Programs, July 1988.
National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date—Jul 88
Note—33p.
Pub Type— Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Secondary Education, *Eligibility, *Federal Programs, *Grants, Higher Education, *Humanities, Nonprofit Organizations, Preservation, *Research Projects
Identifiers—*National Endowment for the Humanities, State Humanities Councils

Information about the National Endowment for the Humanities (NEH), an independent grant-making federal agency to support research, education, and public programs in the humanities, is provided in this booklet. The first part covers the programs that NEH does and does not support, eligibility for assistance, and how applications are evaluated. NEH encourages proposals that relate to the foundation of American society and the Columbian quincentenary. There are seven divisions for offices for endowment programs described in the second part: (1) Division of Education; (2) Division of Fellowships and Seminars; (3) Division of General Programs; (4) Division of Research Programs; (5) Division of State Programs; (6) Office of Challenge Grants; and (7) Office of Preservation. Each program is presented through a short description, eligibility, criteria, and application deadlines. A quick reference guide to programs and deadlines is also included. The last part of the booklet contains a telephone directory of NEH divisions and offices, the addresses and phone numbers of state humanities councils, and the names of the members of the National Council on the Humanities. (DJC)

ED 301 509 SO 019 471
Dynneson, Thomas L. And Others
An Exploratory Survey of CUFA Member's Opinions and Practices Pertaining to Citizenship Education in the Social Studies, 1985-86.
Stanford Univ., Calif. Center for Educational Research at Stanford.
Report No.—88-CERAS-18
Pub Date—Mar 88
Note—114p.; A project of the Citizenship Development Study Project, Stanford, California.
Available from—Center for Educational Research at Stanford, CERAS Building, School of Education, Stanford University, Stanford, CA 94305 ($7.00).
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Citizenship Education, College Faculty, Educational Research, Opinions, Questionnaires, Social Cognition, Social Studies, Statistical Surveys, *Teaching Methods
Identifiers—National Council for the Social Studies

This exploratory study of 24 questions was conducted to gain information about the perceptions, opinions, and practices of the social studies methods instructors of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS). The study was undertaken to clarify and direct future research studies on citizenship education. The 321 CUFA members, of whom 103 responded, were questioned about their preference for one or more of the eight citizenship instructional approaches identified by Dynneson and Gross. The eight approaches included citizenship as: (1) persuasion, socialization, and indoctrination; (2) contemporary issues and current events; (3) the study of U.S. history, civics, geography, and related social science courses; (4) civic participation and civic action; (5) scientific thinking; (6) a jurisprudence process; (7) humanistic development; and (8) preparation for global interdependence. The respondents were also asked to give their assessments on the influence and impact of citizenship education on students and society, to assess perspectives on the eight approaches, and to address a definition of citizenship education. The most important recommendation originating from the survey was to shift the focus away from teacher education and move directly into the classroom environment in order to identify and attempt to measure what transpires within the school. Each of the 24 questions is reproduced with an analysis and accompanied by a graph. The appendix explains how the data were analyzed. (DJC)

ED 301 510 SO 019 486
John Langdon: Soldier-Statesmen of the Constitution. A Bicentennial Series No. 13.
Army Center of Military History, Washington, D.C.
Report No.—CMH-Pub-71-17
Pub Date—[87]
Note—9p.; For other documents in this series, see ED 300 319-334 and SO 019 487-492.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Colonial History (United States), Legislators, *Military Service, *Public Service, *Revolutionary War (United States), *State History
Identifiers—Bicentennial, *Langdon (John), Naval History, New Hampshire, *Signers of the United States Constitution, United States Constitution

As a wealthy international trader, John Langdon contributed his highly developed business acumen during the Revolutionary War to the problem of supplying the Continental Navy. This booklet on Langdon is one in a series on veterans of the Revolutionary War who were also signers of the U.S. Constitution, and it covers his business affairs and political activities prior to the War, his military service in a state militia company and as a state marine agent, and his public service to New Hampshire as a delegate to the Constitutional Convention, U.S. Senator, and governor. Personal data about Langdon and suggestions for further readings are also included. (DJC)

ED 301 511 SO 019 487
Nicholas Gilman: Soldier-Statesmen of the Constitution. A Bicentennial Series No. 14.
Army Center of Military History, Washington, D.C.
Report No.—CMH-Pub-71-15
Pub Date—[87]
Note—9p.; For other documents in this series, see ED 300 319-334 and SO 019 486-492.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Colonial History (United States), Legislators, *Military Service, *Public Service, *Revolutionary War (United States)
Identifiers—Bicentennial, *Gilman (Nicholas), *Signers of the United States Constitution, United States Constitution

An officer in the Continental Army, Nicholas Gilman served on George Washington's staff through the dark days of Valley Forge to the final victory at Yorktown, and this experience made him a strong supporter of the U.S. Constitution. This booklet on Gilman is one in a series on veterans of the Revolutionary War who were also signers of the U.S. Constitution, and it covers his early life, his military service, and his public service to New Hampshire as a delegate to the Constitutional Convention and as legislator in the U.S. Congress. Personal data about Gilman and suggestions for further readings are also included. (DJC)

ED 301 512 SO 019 488
Rufus King: Soldier-Statesmen of the Constitution. A Bicentennial Series No. 15.
Army Center of Military History, Washington, D.C.
Report No.—CMH-Pub-71-15
Pub Date—[87]
Note—9p.; For other documents in this series, see ED 300 319-334 and SO 019 486-492.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, *Colonial History (United States), Legislators, *Military Service, *Public Service, *Revolutionary War (United States)
Identifiers—Bicentennial, *King (Rufus), Loyalty, Massachusetts, Military History, *Signers of the United States Constitution, United States Constitution

Throughout a lengthy public career, Rufus King employed his considerable diplomatic and oratorical skills to promote the twin causes of nationalism and civil liberty, fighting in the last decade of his life to extend those liberties to the nation's enslaved black minority. This booklet on King is one in a series on veterans of the Revolutionary War who were also signers of the U.S. Constitution. It covers: (1) King's struggles to gain education, support his father's family, and overcome accusations of disloyalty to the patriot's cause; (2) his military service in the infantry; and (3) his public service to Massachusetts as a delegate to the Constitutional Convention and as a U.S. Senator. Personal data about King and suggestions for further readings are also included. (DJC)

ED 301 513 SO 019 489
Alexander Hamilton: Soldier-Statesmen of the Constitution. A Bicentennial Series No. 16.
Army Center of Military History, Washington, D.C.
Report No.—CMH-Pub-71-16
Pub Date—[87]
Note—9p.; For other documents in this series, see ED 300 319-334 and SO 019 486-492.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Colonial History (United States), *Military Service, Political Influences, *Public Service, *Revolutionary War (United States)
Identifiers—Bicentennial, *Hamilton (Alexander), New York, *Signers of the United States Constitution, United States Constitution

Alexander Hamilton was among the most intellectually gifted of the Founding Fathers and a brilliant political theorist, but he lacked practical political experience, and his major political contributions occurred only when his specific policies were adopted and carried forward by others with broader vision. This booklet on Hamilton is one in a series on Revolutionary War soldiers who signed the U.S. Constitution. It covers his early years in the West Indies, his military service as aide to George Washington, and his public service as a New York delegate to the Constitutional Convention and as the first Secretary of the Treasury. Personal data on Hamilton and suggestions for further readings are also included. (DJC)

ED 301 514 SO 019 490
William Livingston: Soldier-Statesmen of the Constitution. A Bicentennial Series No. 17.
Army Center of Military History, Washington, D.C.
Report No.—CMH-Pub-71-17
Pub Date—[87]
Note—9p.; For other documents in this series, see ED 300 319-334 and SO 019 486-492.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Colonial History (United States), *Military Service, *Public Service, *Revolutionary War (United States)
Identifiers—Bicentennial, *Livingston (William), New Jersey, *Signers of the United States Constitution, State Governors, United States Constitution

An accomplished man of letters, linguist, agronomist, and lawyer, William Livingston was also a notable man of action, and the many facets of his personality combined to form a complex public figure who stood at the forefront of those fighting for independence and the creation of a strong national government. This booklet on Livingston is one in a

series on Revolutionary War soldiers who signed the U.S. Constitution. It covers his education and legal career, his military service, and his public service to New Jersey as governor and as a delegate to the Constitutional Convention. Personal data about Livingston and suggestions for further readings are also included. (DJC)

ED 301 515 SO 019 491
David Brearly: Soldier-Statesmen of the Constitution. A Bicentennial Series No. 18.
Army Center of Military History, Washington, D.C.
Report No.—CMH-Pub-71-18
Pub Date—[87]
Note—9p.; For other documents in this series, see ED 300 319-334 and SO 019 486-492.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Colonial History (United States), *Military Service, *Public Service, *Revolutionary War (United States), State History
Identifiers—Bicentennial, *Brearly (David), New Jersey, *Signers of the United States Constitution, United States Constitution
David Brearly was a student of the Enlightenment philosophers and English jurists who taught that a contract existed between the individual and the state, and this exposure influenced him as a framer of the Constitution, with its careful definitions of the obligations of government and the rights of citizens. This booklet on Brearly is one in a series on Revolutionary War soldiers who signed the United States Constitution. It covers his legal training, his military service, and his public service to New Jersey as the state's chief justice and as a delegate to the Constitutional Convention. Personal data on Brearly and suggestions for further readings are also included. (DJC)

ED 301 516 SO 019 492
Jonathan Dayton: Soldier-Statesmen of the Constitution. A Bicentennial Series No. 19.
Army Center of Military History, Washington, D.C.
Report No.—CMH-Pub-71-19
Pub Date—[87]
Note—9p.; For other documents in this series, see ED 300 319-334 and SO 019 486-491.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biographies, Colonial History (United States), Legislators, *Military Service, *Public Service, *Revolutionary War (United States)
Identifiers—Bicentennial, *Dayton (Jonathan), New Jersey, *Signers of the United States Constitution, United States Constitution
Jonathan Dayton's practical approach to government evolved out of his military experiences during the Revolutionary War, and he became a supporter for the equal representation of the small states. This booklet on Dayton is one in a series on Revolutionary War soldiers who signed the United States Constitution. It covers his early life, his military service from 1776 to 1783, and his public service to New Jersey as a delegate to the Constitutional Convention and as a U.S. legislator. Personal data about Dayton and suggestions for further readings are also included. (DJC)

ED 301 517 SO 019 497
The Ratification of the Constitution. The U.S. Army Bicentennial Series, No. 26.
Army Center of Military History, Washington, D.C.
Pub Date—[88]
Note—25p.
Pub Type— Historical Materials (060)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Constitutional History, Political Attitudes, Political Power, State History, *Voting
Identifiers—Bicentennial, *Federalists, *United States Constitution
After 38 of the 41 delegates signed it on September 17, 1787, the U.S. Constitution was sent to the Continental Congress in New York where a vote was taken to pass the document to the 13 states for ratification. The process began with a struggle in Congress between those who favored the document, or the Federalists, and those who opposed it, or the Antifederalists, and the battle continued at the states' conventions for ratification. Delaware was the first state to ratify the new government with Pennsylvania, New Jersey, Georgia, and Connecticut soon following. None of the remaining eight states promised such easy victory. Through political maneuvering by the Federalists, the document passed in Massachusetts, New Hampshire, Maryland, and South Carolina. The Antifederalists focused their arguments against the documents in Virginia and New York, from where the strongest opposition had come during the Constitutional Convention in Philadelphia, but these states soon joined the others. Only North Carolina and Rhode Island refused to call conventions and sustained from ratification until the new government was already functioning. (DJC)

ED 301 518 SO 019 498
Your Oath: "I Do Solemnly Swore (Or Affirm) That..." Defending the Constitution, Our Common Bond.
Office of the Deputy Chief of Staff for Personnel (Army), Washington, D.C.
Pub Date—87
Note—15p.
Available from—Deputy Chief of Staff for Personnel, ATTN: DAPE-HRL-L, Room 2C 720, The Pentagon, Washington, DC 20310.
Pub Type— Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Loyalty Oaths, *Military Personnel, *Values, Values Clarification
Identifiers—*Army, United States Constitution
This booklet contains the oaths that U.S. Army military personnel are required to affirm. The oaths include the Oath of Office for Officers and Army Civilians and the Oath of Enlistment. To explain certain values inherent in the oaths, descriptive passages from actual experiences are used to illustrate the personnels' affirmation to courage, commitment, candor, and competence. (DJC)

ED 301 519 SO 019 500
Wiedman, Dennis, Ed.
Ethnohistory: A Researcher's Guide. Studies in Third World Societies Publication Number Thirty Five.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
Pub Date—Mar 86
Note—452p.
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors—Anthropology, Ethnology, Oral History, *Research Tools, *Research Utilization
Identifiers—*Ethnohistory
This guide contains 15 articles that discuss materials to be used for ethnohistorical research; the guide also serves as a textbook for courses on ethnohistory and related subjects. The articles are: "The Anthropological Use of Historic Documents" (D. Wiedman); "Public Documents as Primary Sources for Ethnohistorical Research: The Mattamuskeet Model" (P. H. Garrow); "Using Missionary Documents in Ethnohistorical Research" (D. Whiteman); "Using Census Manuscripts in Ethnohistoric Reconstruction: An Example from South Carolina" (M. H. Morgan); "Methods for Evaluating the Accuracy of Census Reports as Ethnohistorical Demographic Data: A Brief Assessment of Pima and Maricopa Populations" (G. W. Meister); "Plantation Maps as Sources for the Study of West Indian Ethnohistory" (B. W. Higman); "Visual Ethnohistory: Photographs in the Study of Culture History" (M. B. Blackman); "Dating Photographs" (A. R. Pilling); "The Unrealized Potential of Remote Sensing in Ethnohistorical Research" (L. Kruckman); "Oral History Interviews: Some History and Practical Suggestions" (M. E. Willson); "The Use of Reminiscences and Oral Tradition in the Study of Ethnohistory" (J. B. Page); "Artifactual Documents: Ethnological Museum Collections as an Ethnohistorical Resource" (B. Reynolds); "Doing Ethnohistory with Old Newspapers: The Study of an Andean Peasant Movement of 1885" (W. W. Stein); "The Judicial Records of Colonial Louisiana: Sources of Ethnohistory" (J. D. Castle); and "Black Carib Settlement Patterns in Early 19th Century Honduras: The Search for a Livelihood" (C. D. Cheek and N. L. Gonzalez). (DJC)

ED 301 520 SO 019 501
Hoepli, Nancy, Ed. And Others
A Citizen's Guide to U.S. Foreign Policy: Election '88. Nonpartisan Briefs on 18 Key Issues.
Foreign Policy Association, New York, N.Y.
Spons Agency—Philip Morris Inc., New York, NY.
Report No.—ISBN-0-87124-119-6
Pub Date—88
Note—165p.; For related document, see ED 296 927.
Available from—Foreign Policy Association, 729 Seventh Avenue, New York, NY 10019 ($9.45).
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Citizen Participation, Citizenship Responsibility, Debate, *Foreign Policy, Futures (of Society), Peace, *Political Attitudes, *Political Issues, *Public Affairs Education, Public Opinion, Public Policy, Social Studies, *Voting, *World Affairs
In order to make informed voting decisions citizens need background information on complex foreign policy issues facing the United States. This guide presents current issues and provides information to help citizens cast a thoughtful vote. The guide is divided into six main headings: Leadership; Security; Economic and Social Issues; Critical Regions; Bilateral Relations; and United Nations. The first of 18 subtopics discussed is the role of the U.S. Congress in developing foreign policy; other topics are terrorism, international drug traffic, the role of Japan as a leading industrial nation, Central America and political change, controlling the arms race, South Asia, problems in the Middle East and Gorbachev's Soviet Union. The historical background of various countries' relations with the United States is given and brief bibliographies are included for each topic. Policy choices are presented, along with the pros and cons of current U.S. positions for each argument. Maps, charts, and drawings are also included. (NL)

ED 301 521 SO 019 502
Dobbs, Stephen Mark, Ed.
Research Readings for Discipline-Based Art Education: A Journey beyond Creating.
National Art Education Association, Reston, Va.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.
Pub Date—88
Note—170p.
Available from—National Art Education Association, 1916 Association Drive, Reston, VA 22091.
Pub Type— Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Art Education, Art Teachers, *Elementary Secondary Education, Higher Education, *Reading Materials, Teacher Educator Education
Identifiers—*Discipline Based Art Education
This anthology is designed to be used by art education instructors who are involved in teacher training. The readings focus upon issues related to discipline-based art education (DBAE) rather than addressing it directly, because their purpose is to increase the awareness of future teachers about the sources of materials on DBAE. The articles are presented chronologically to emphasize DBAE's evolution. The titles include: (1) "The Kettering Curriculum for Elementary Art" (E. W. Eisner, 1968); (2) "Art History and Studio Art in the Junior High Program" (M. D. Day, 1969); (3) "Criticism in the Arts and Art Education" (N. MacGregor, 1970); (4) "The Teacher as Critic" (E. B. Feldman, 1973); (5) "Art History and Aesthetics in the Secondary School" (J. Smoke, 1976); (6) "Professional Roles and Activities as Models for Art Education" (G. A. Clark; E. Zimmerman, 1978); (7) "A Cognitive View of the Arts" (H. Gardner, 1983); (8) "Art as a Serious Subject of Study" (W. D. Greer, 1984); (9) "The Contributions of Aesthetics" (M. F. Battin, 1985); (10) "Art Criticism as Writing as Well as Talking" (B. Wilson, 1986); (11) "Teaching Aesthetics K-12" (M. Erickson, 1986); and (12) "Directed Imagination and Drawing" (M. J. Price, 1987). (DJC)

ED 301 522 SO 019 503
Magrabi, Frances M., Ed. Verma, Amita, Ed.
Household Resources and Their Changing Relationships: Case Studies in Gujarat, India. International Agriculture Publications General Series Number 3.
Illinois Univ., Urbana. Coll. of Agriculture.
Spons Agency—Department of Education, Washington, DC; Maharaja Sayajirao Univ. of Baroda (India).
Pub Date—May 87
Note—130p.
Available from—Office of International Agriculture, University of Illinois at Urbana-Champaign, 113 Mumford Hall, 1301 West Gregory Drive, Urbana, IL 61801.

Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Agriculture, Child Development, Developing Nations, Educational Opportunities, Family Health, Females, Foreign Countries, *Human Resources, *Nutrition, *Rural Environment, Rural Family, *Rural Farm Residents, *Sanitation
Identifiers—*India
This publication contains case studies based on rural life in northern India. The titles include: (1) "Profiles of Two Indian Rural Settings"; (2) "Visitors View a Village"; (3) "Village Households"; (4) "Agriculture"; (5) "Women's Needs: Health and Nutrition"; (6) "Meal Pattern, Nutrient Intake, Intra-Familial Distribution of Foods, Food Habits, and Taboos"; (7) "Post Harvest Conservation of Food at the Household Level"; (8) "Nutrition and Health Education in the Integrated Child Development Services Scheme for Tribal and Urban Households"; (9) "Water"; (10) "Fuel"; (11) "Water, Sanitation, and Fuel in Rustumpura: A Case Study"; (12) "Sanitation and Water Supply: A Tribal Case Study"; (13) "Education as a Household Resource"; (14) "The Schools of Rustumpura: A Case Study"; (15) "Education of Tribal Women"; (16) "Extension Training Programs for Women"; (17) "Socialization of the Infant: Two Case Studies"; (18) "Growing Up in Rustumpura: Profile of a Day"; (19) "Profile of a Tribal Child"; (20) "Paid and Unpaid Work: Activities and Opportunities in a Rural Area"; (21) "Allocation of Money and Nonmoney Resources by Rural Households"; (22) "Food Related Activities and Resources"; (23) "Transportation as a Household Resource"; (24) "Time and Task Allocation in Rural Households"; and (25) "Resources and Social Change: The Impact of International Funding Agencies on Women's Programs in India." A glossary is also included. (DJC)

ED 301 523 SO 019 505
Kelly, Robert A.
Sacred Sounds in the Humanities.
Pub Date—23 Oct 87
Note—10p.; Paper presented at the Annual Meeting of the Georgia Association of Junior Colleges (50th, Macon, GA, October 23, 1987).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, Higher Education, *Humanities Instruction, Imagery, *Literature, *Religious Factors, *Symbols (Literary)
Identifiers—Baldwin (James)
To see literature as a sign and a symbol simply reasserts the view of the humanities as the embodiment of the highest aspirations of human nature. Human beings are sign givers and symbol makers as they look for the sacred meaning in their lives. Through a college humanities course, some of the symbols that artists employ in fiction, poetry, drama, and film are explored to find the significance of their sacred reality. The example used in this paper to illustrate literature and symbolism is James Baldwin's "Sonny's Blues." Sonny is compared to a modern biblical Isaiah, a suffering servant who finds spiritual expiation through his music. Because the story portrays a relationship between this world and another, students have a witness to a truth about human nature and the role of the humanities. A syllabus for a college humanities course entitled "The Sacred and the Profane: The Human Search for the Spiritual in Fiction, Drama, Film, Poetry, and Painting" is included. (DJC)

ED 301 524 SO 019 508
Thornton, Stephen J.
Critical Knowledge of Curriculum in Practice: The Case of Social Studies.
Pub Date—9 Apr 88
Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, *Educational Assessment, Elementary Education, *Geography Instruction, *Instructional Effectiveness, Instructional Improvement, Research Projects, Research Reports, Rote Learning, *Social Studies
Identifiers—Discipline Based Geography Education, *Educational Criticism
This paper has two purposes: (1) to describe how qualitative studies, drawing on educational criticism, have thrown into relief some salient features of curriculum and instruction in social studies; and (2) to compare and contrast the current reform proposal to upgrade geography education. The qualitative studies that are reviewed are the McCutcheon Study (1981) on elementary school teachers' planning, the Rogers and Uhrmacher report (1986) on citizenship education, and the Thornton study (in press) on the relationships between what teachers plan to teach, what ensues in the classroom, and what students learn. The second issue, geography education, is discussed through an analysis of discipline-based geography, and the Thornton and Wenger study is compared to the above studies on educational criticism. The findings from the Thornton and Wenger study indicate that teachers teach social studies rather than geography as a discipline with attention focused on sequential learning and concepts. Educational criticism appraises educators of what is being taught and how instruction is conducted while it assures that policy and practice are mutually informed. A 27-item bibliography is included. (DJC)

ED 301 525 SO 019 509
Wise, Richard L.
PLATO Based Computer Assisted Instruction: An Exploration.
Pub Date—20 Oct 87
Note—29p.; Paper presented at the Annual Meeting of the National Council of Geographic Education (Springfield, MO, October 20, 1987).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Computer Assisted Instruction, Educational Research, *Geography, Higher Education, Instruction, Instructional Effectiveness, Physical Geography, Questionnaires, Social Studies, Statistical Surveys, *Student Reaction
Identifiers—Pearson Product Moment Correlation, *PLATO
This study focuses on student response to computer-assisted instruction (CAI) after it was introduced into a college level physical geography course, "Introduction to Weather and Climate." PLATO, a University of Illinois mainframe network developed in the 1960s, was selected for its user friendliness, its large supply of courseware, its on-line record keeping ability, its graphic display capabilities, and the wide acceptance and distribution of the system. At the end of the semester a questionnaire was distributed to the students to determine their response to CAI. The bulk of the questionnaire dealt with the students' overall acceptance of the PLATO system and the identification of potential areas of difficulty associated with CAI adoption. The relationship between computer use and student performance was examined by calculating the Pearson Product-Moment Correlation Coefficients between two use variables: (1) the total amount of time students spent using PLATO and the total number of lessons they attempted; and (2) class performances as derived from classroom administered instruments such as quizzes, laboratory assignments, and examinations. The findings revealed a strong positive relationship between the total number of classroom quizzes taken and both total hours on PLATO and PLATO lessons completed, but a relatively weak relationship between these variables and laboratory exercise completion rate. The appendix contains a copy of the student questionnaire, and a 51-item bibliography is included. (DJC)

ED 301 526 SO 019 513
Exploring the Living Environments. H. E. Bulletin #41.
Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—81
Note—164p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Conservation (Environment), *Consumer Education, Family Environment, *Home Economics, Home Furnishings, *Homemaking Skills, *Housing, Instructional Materials, Resource Units, Secondary Education, State Curriculum Guides
This curriculum guide has been developed to assist home and family life education teachers in identifying goals, course objectives, and supporting generalizations in the area of housing. The guide includes five program goals: (1) make decisions based on the relationship between housing and the environment; (2) make housing decisions based on individual, family, and societal needs; (3) develop consumer competencies relating to housing; (4) develop competencies for meeting comfort, efficiency, and aesthetic goals of individuals and families; and (5) identify housing related careers. Divided into two levels of instruction, beginning for middle school level and advanced for senior high school level, each program goal is introduced with course objectives and supporting generalizations based on the instructional level. Each generalization is presented with suggestions for learning experiences, extended learning using outside classroom experiences, resources of print and nonprint materials and speakers, and leadership strategies. A 26-item bibliography of books, pamphlets, audiovisual programs, and other items is included. (DJC)

ED 301 527 SO 019 516
Osborne, Nancy Seale Craft, Nancy Runyan
Women of the World: Development and Global Issues. A Select Bibliography of Reference Sources, 1980-87.
Pub Date—[87]
Note—24p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Developing Nations, Educational Discrimination, Family (Sociological Unit), *Politics of Education, Population Growth, *Sex Discrimination, *Womens Studies, World Problems
This bibliography focuses on various aspects of the role and status of women throughout the world provides approximately 300 entries covering the time span from 1980-87 and listed alphabetically within topics. Topics included are: (1) women in the developing world; (2) legal status; (3) history, psychology, and sexuality; (4) women in the workplace; (5) politics, economics, and social change; (6) family, children, and elders; (7) health and the health professions; (8) education; (9) religion and myth; (10) women in art, music, and literature; and (11) reference materials; and (12) non-English titles. (NL)

ED 301 528 SO 019 530
99 Facts about the FBI: Questions and Answers.
Federal Bureau of Investigation, Quantico, VA.
Pub Date—88
Note—33p.; Drawings may not reproduce well.
Pub Type— Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Agency Role, *Cooperative Programs, *Employment Qualifications, Federal Government, *Law Enforcement, National Security, Public Agencies
Identifiers—*Criminal Investigations, *Federal Bureau of Investigation, Jurisdiction
This booklet on the Federal Bureau of Investigation (FBI) attempts to provide an overview of the FBI's functions. Presented in a question and answer format, the 99 questions and answers discuss the federal government agency's history, administrative matters, jurisdiction, criminal investigations, security matters, foreign counter-intelligence, and cooperative services. Educational requirements and agency training for special agents are covered under administrative matters, while a section on jurisdiction discusses the areas of law-related crimes that the FBI investigates. Criminal investigations by the FBI include bank robberies, kidnapping cases, bombings, extortion, and other crimes designated by law. In matters of national security and foreign counter-intelligence, the agency is responsible for monitoring any group that advocates a policy of violence, including foreign and domestic terrorist groups. Some of the FBI cooperative services include fingerprinting, a national index on missing persons, a disaster squad, the National Crime Information Center, and exchange of criminal information. Drawings are included. (DJC)

ED 301 529 SO 019 628
Rodriguez, Kenneth G., Ed.
Constitutional Sampler: In Order To Form a More Perfect Lesson Plan.
CRADLE: Center for Research and Development in Law-Related Education, Winston-Salem, NC.; Wake Forest Univ., Winston-Salem, NC. School of Law.
Spons Agency—Department of Education, Washington, DC.
Pub Date—88
Grant—G008610571
Note—268p.; Written by SPICE II Classroom Teachers.
Pub Type— Guides - Classroom - Teacher (052) —

Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Citizenship Education, *Constitutional History, *Constitutional Law, Curriculum Guides, Elementary School Curriculum, Elementary Secondary Education, *Law Related Education, Learning Activities, Lesson Plans, Resource Units, Secondary School Curriculum, *Social Studies, Teacher Developed Materials, Units of Study
Identifiers—Special Programs in Citizenship Education, *United States Constitution
The purpose of this book is to revitalize teaching and learning about the U.S. Constitution for elementary and secondary school students. Fifty-one classroom teachers participated in the Special Programs in Citizenship Education (SPICE II), a project that focused on the development of new lesson plans and activities on the Constitution. These lesson plans are reproduced in this book in units that explore: (1) constitutional issues in U.S. history; (2) contemporary constitutional/legal issues; (3) constitutional issues in school settings; and (4) approaches to teaching about the U.S. Constitution. A table cross-references the lessons by subject areas and grade levels. Each lesson plan includes: (1) an introduction; (2) the suggested audience; (3) time requirements; (4) goals; (5) materials needed; (6) procedures; (7) evaluation suggestions; (8) resource material suggestions; and (9) a bibliography. Some lesson plans include student handouts. (JHP)

ED 301 530 SO 019 629
Gallagher, Arlene F., Ed.
Teaching Our Tomorrows: Special Programs in Citizenship Education.
CRADLE: Center for Research and Development in Law-Related Education, Winston-Salem, NC.; Wake Forest Univ., Winston-Salem, NC. School of Law.
Pub Date—87
Note—174p.; Written by SPICE I Classroom Teachers. Funding also provided by the New York State Bar Association's Law, Youth and Citizenship Program.
Pub Type— Guides - Classroom - Teacher (052) — Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Citizenship Education, Curriculum Guides, Elementary School Curriculum, Elementary Secondary Education, *Law Related Education, Learning Activities, Lesson Plans, Program Descriptions, Resource Units, Secondary School Curriculum, *Social Studies, Teacher Developed Materials, Units of Study
Identifiers—Special Programs in Citizenship Education, *United States Constitution
This book contains 44 elementary and secondary school citizenship education lesson plans, programs, projects, and learning activities that were developed by 50 teachers who participated in the 1985 Special Programs in Citizenship Education (SPICE I). This collection of educational materials is organized under the general topics of: (1) jurisprudence; (2) rules and responsibilities; (3) the U.S. Constitution; (4) courts; (5) lawmakers; (6) criminal justice; (7) juvenile justice; (8) women and the law; (9) international law; and (10) student-oriented conferences, projects, and programs. While the lessons and programs vary in style, content, and presentation, many contain information about: (1) the intended audience; (2) the purposes or objectives; (3) procedures; (4) learning activities; (5) evaluation suggestions; (6) materials needed; (7) resource and reference materials; and (9) historical background. Drawings are included. (JHP)

ED 301 531 SO 019 764
Hoge, John D.
Civic Education in Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-11
Pub Date—Dec 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civics, *Elementary Schools, Elementary Secondary Education, Law Related Education, Participative Decision Making, Public Affairs Education, *Secondary Schools, Social Studies
Identifiers—ERIC Digests
This ERIC digest discusses civic education in U.S. schools in terms of: (1) its meaning; (2) its place in the curriculum; (3) its effects on learners; and (4) suggested methods of improving it. Civic education involves the development of skills in making decisions about public issues and participating in public affairs and encompasses the preservation of core democractic concepts and values. Civic education has become an established part of social studies curricula and has increased as a result of a national trend toward law-related education (LRE). However, evidence suggests that over one-half of young adults lack the knowledge, attitudes, and skills that lead to responsible citizenship. Improvements in civic education might be achieved through: (1) an increase in the number of courses and time spent on lessons and in the depth and breadth of topics; (2) classroom environments that are conducive to open and free exchanges of ideas; (3) the teaching of public affairs issues in history, government, and LRE classes; (4) increased student participation in extracurricular activities; (5) less authoritarian school environments; and (6) the use of LRE programs to foster student interaction, to present all facets of public issues, to involve resource persons and school administrators, and to encourage staff development. Seventeen references and ERIC resources are included. (JHP)

ED 301 532 SO 019 765
Patrick, John J.
High School Government Textbooks. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-12
Pub Date—Dec 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*High Schools, Social Studies, Textbook Content, *Textbook Evaluation, *Textbooks, Textbook Standards, *United States Government (Course)
Identifiers—*ERIC Digests
Textbooks may indicate the quantity and quality of subject content in a secondary school curriculum. They tend to conform to state departments of education and large local school districts' curriculum guides and to be the dominant instructional medium in high school courses. Examinations of widely-used textbooks may indicate the strengths and weaknesses in these high school classes. This ERIC Digest investigates government textbooks in terms of (1) distinctive characteristics; (2) major weaknesses; (3) criticisms of textbook treatments of the U.S. Constitution; and (4) recommendations for textbook improvements. Publishers produce government textbooks that conform to national curriculum patterns, that are similar in content, style, and format, that are designed for passive learning, and that tend to be visually appealing. Major weaknesses include: (1) superficial and simplistic coverage of material; (2) abstract or lifeless treatment of ideas and events; (3) idealistic and unrealistic presentations of society; (4) fragmentation of subject matter; (5) avoidance of controversial topics; and (6) emphasis on low-level cognition. Recommendations for improving these textbooks include the need to: (1) emphasize the concepts and values of U.S. constitutional democracy; (2) highlight critical issues of constitutional democracy; (3) utilize case studies; and (4) develop critical thinking and decision-making skills. Ten references and ERIC resources are included. (JHP)

ED 301 533 SP 030 328
Willett, Henry L. Jr.
Virginia Teacher Education Study 1986-1988. Executive Summary.
Pub Date—Jun 88
Note—11p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, Classroom Techniques, Elementary Secondary Education, *Graduate Surveys, *Program Effectiveness, Program Improvement, Student Teaching, *Teacher Attitudes, *Teacher Education Programs
A summary is presented of a study that solicited perceptions and recommendations from recent graduates of state-supported colleges and universities on undergraduate teacher education in Virginia. Interviews were conducted with 100 teachers who had completed one full year of teaching and their principals. Interviews were also held with 70 teachers who had completed three years of teaching and their principals. The participants were asked to rate the teachers on how well their preparation had enabled them to perform in their present job. The final survey question was an open-ended inquiry as to what is the greatest need for change in teacher education. Responses indicated perceived needs to be: (1) earlier field experiences; (2) greater emphasis on classroom management; (3) a longer period of student teaching; (4) closer ties between colleges and public schools; (5) a better blend of theory and practice; and (6) improvement in communication skills and planning. (JD)

ED 301 534 SP 030 379
Jones, Edward V., Ed. Van Valkenburgh, Nancy B., Ed.
Innovative Staff Development Practices in Northern Virginia Schools 1986-1987.
George Mason Univ., Fairfax, Va. Div. of Continuing Education.
Pub Date—Jul 87
Note—80p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Brain Hemisphere Functions, Cognitive Style, *Demonstration Programs, Elementary Secondary Education, Gifted, *Innovation, *Inservice Teacher Education, *Instructional Effectiveness, *Staff Development, Teaching Methods, Teaching Models, Writing Instruction
The papers in this document were prepared by representatives of seven innovative teacher staff development projects in Northern Virginia. They describe networks of inservice and staff development activities which were originally designed and implemented in the schools. The following papers are included: (1) "TESA: Teacher Expectations and Student Achievement" (Shirley McCoy); (2) "The Enhanced Instructional Process" (Joan Bloomer); (3) "Instructional Effectiveness: Making Excellence a Habit" (Joan Tannenbaum); (4) "Staff Development for Gifted/Talented Education" (Diana Hasuly); (5) "Learning Styles and Left/Right Brain Preferences" (June Webb); (6) "Models of Teaching" (Ricki Green and Lynne Pope); and (7) "The Northern Virginia Writing Project" (Don Gallehr). References are included. (JD)

ED 301 535 SP 030 598
Middleton, Ernest J., Ed. Mason, Emanuel J., Ed.
Recruitment and Retention of Minority Students in Teacher Education. Proceedings of the National Invitational Conference (Lexington, Kentucky, March 29-April 1, 1987).
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8403-4733-2
Pub Date—88
Contract—400-86-0033
Note—158p.
Available from—ERIC Clearinghouse on Teacher Education, Suite 610, One Dupont Circle, Washington, DC 20036 ($17.95).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Higher Education, *Minority Group Teachers, Preservice Teacher Education, Program Development, Program Evaluation, *School Holding Power, *Schools of Education, *Student

SP

Recruitment, *Teacher Education Programs

Presentations at this conference focused on the following topics: (1) the recruitment and retention of minorities in teacher education; (2) history and social psychology of the issue; (3) futuristic views and minority participation in the 1990s; (4) comparison of teacher education programs in traditionally black and white institutions; (5) profiles of existing programs; (6) recruitment/marketing strategies for minorities in teacher education; (7) group problem solving and the task before us; (8) a model for recruitment and retention of minority students in teacher education; and (9) planning for the future: a national perspective. A list of participants is included as well as summaries of work group discussions. (JD)

ED 301 536 SP 030 633

Kaus, Theodore

The Master of Arts in Teaching: An Idea Whose Time Has Come Again.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date—Apr 88

Note—27p.

Available from—Academy for Educational Development, 1255 23rd St. NW, Washington, DC 20037 (free).

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Graduate Study, Higher Education, *Masters Degrees, *Program Effectiveness, Program Improvement, *Teacher Education Programs

This pamphlet takes a tested Master of Arts in Teaching (MAT) program from the recent past and relates it to today's circumstances and contexts. The MAT program recruits outstanding liberal arts graduates who have completed little or no undergraduate course work in education and places them in a graduate program that requires the successful completion of advanced study in the academic discipline to be taught, professional education classes, and a clinical-internship program teaching experience. The MAT format is described and its strengths and weaknesses are discussed. Suggestions are made for changes and improvements. (JD)

ED 301 537 SP 030 645

Zeichner, Kenneth M.

Understanding the Character and Quality of the Academic and Professional Components of Teacher Education. Research Report 88-1.

National Center for Research on Teacher Education, East Lansing, MI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 88

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

Available from—National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.00).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Education, Educational Policy, *Educational Quality, Higher Education, *Methods Courses, *Program Evaluation, *State Standards, Student Attitudes, Teacher Education Curriculum, *Teacher Education Programs

This paper explores the question of the relative quality of the academic and professional components of teacher education programs from three different angles: (1) a critical assessment of several widely publicized and representative critiques of education courses with a focus on describing the variety of the criticisms and on assessing the quality of the evidence underlying the critiques; (2) an examination of two recent surveys of teacher education students' opinions of their courses which challenge commonly accepted views of what students think about their courses; and (3) an exploration of a new direction for studies of the quality of the components of teacher education programs which overcomes some of the weaknesses of existing approaches. It is concluded that recent state policies which place strict limits on the number of education courses in students' programs may be misguided given the currently weak knowledge base regarding the quality of academic and professional program components. (Author)

ED 301 538 SP 030 687

West, Brad

Follow-Up Study of Michigan State University Teacher Education Graduates: Fall, 1984 through Spring, 1986. Program Evaluation Series No. 19.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Nov 87

Note—33p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Background, Educational Environment, Elementary Secondary Education, Employment Experience, *Graduate Surveys, Individual Characteristics, Institutional Characteristics, *Program Evaluation, Teacher Attitudes, *Teacher Education Programs

Identifiers—*Michigan State University

This study is part of a comprehensive program evaluation effort at Michigan State University. The evaluation traces the progress of students from the time they enter a teacher preparation program through five or six years following graduation. This "short-term" follow-up study was completed in the spring of 1987 and focuses on students who graduated from the school's five teacher preparation programs approximately one to two years prior to the survey. Major sections of the questionnaire provide: (1) background information (e.g., certification level of respondents); (2) employment history (e.g., respondents' first job following graduation); (3) description of school environment (e.g., the type, size, racial composition of the school in which the graduate is teaching); (4) teacher education program critique (e.g., self-ratings of competency, and the contribution of programs/undergraduate experiences to the development of selected teaching competencies; (5) plans for graduate study; (6) characteristics of graduates who are not in teaching; and (7) educational beliefs. (JD)

ED 301 539 SP 030 688

Freeman, Donald J. Kaslan, S. A.

Profiles of Students Completing Teacher Education Programs at MSU: Fall, 1983 through Spring, 1986. Program Evaluation Series No. 20.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Nov 87

Note—32p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Choice, Comparative Analysis, *Educational Attitudes, Higher Education, Program Effectiveness, *Program Evaluation, *Self Esteem, *Student Attitudes, Student Characteristics, *Teacher Education Programs

Identifiers—*Michigan State University

The program evaluation design at Michigan State University (MSU) includes three surveys (entry-level, exit-level, and follow-up) that trace the progress of teacher candidates from program entry through their initial years of teaching. This report provides a comprehensive profile of students completing teacher preparation programs at MSU from fall, 1983 through spring, 1986. Five general areas are considered: (1) career aspirations; (2) confidence in oneself as a teacher; (3) program critiques; (4) orientations to teaching; and (5) educational beliefs. The report also considers: (1) differences in response patterns at program entry and program completion; (2) differences in exit-level characteristics of elementary and secondary candidates; and (3) differences among students completing the standard and alternative teacher preparation programs. (JD)

ED 301 540 SP 030 689

West, Brad Freeman, Donald J.

Supervisors of Graduates Evaluate MSU's Preparation Programs. Program Evaluation Series No. 21.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—88

Note—20p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Elementary Secondary Education, *Graduates, *Program Effectiveness, *Supervisors, *Teacher Education Programs, Teacher Effectiveness, Teacher Evaluation, Teacher Supervision

Identifiers—*Michigan State University

This report summarizes the results of a survey of school supervisors who evaluated teachers in their schools who were graduates of one of Michigan State University's (MSU) teacher preparation programs. The major sections of the survey questionnaire provided: (1) background information (e.g., How many times have you observed this MSU graduate teach?); (2) teacher's knowledge (e.g., How would you rate this teacher's knowledge of the subjects he or she teaches?); (3) teacher's competence (e.g., How would you rate this teacher's competence in designing lessons?); (4) teacher's professional actions (e.g., How often does this teacher initiate discussions with colleagues that center on teaching?); (5) teacher's school environment (e.g., Does the teacher's school environment encourage planning lessons that stress student creativity?); and (6) open ended questions (e.g., Are there areas of teaching that should have been more adequately addressed in the preparation program?). (JD)

ED 301 541 SP 030 690

Akamatsu, C. Tane Stewart, David A.

A Survey of Sign Language Instruction in Teacher Training Programs in Education of the Hearing Impaired. Program Evaluation Series No. 22.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—4 Nov 87

Note—24p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Deafness, Higher Education, Language Acquisition, *Manual Communication, *Preservice Teacher Education, Program Improvement, Teacher Attitudes, *Teacher Education Curriculum, *Teacher Education Programs, Total Communication, Visual Learning

Identifiers—*Teachers of the Deaf

The purpose of this study was to survey teacher training programs for teachers of the deaf, to ascertain the extent to which American Sign Language (ASL) and Manually Coded English (MCE) are taught in such programs, and to solicit the opinions of university personnel on the role of ASL and MCE in the language development of deaf children. The results from this survey were largely consistent with current practice in programs for deaf children. Most programs advocated the use of signing, both of MCE and ASL, as evidenced by textbooks used and faculty support for discussing the role of these signing systems in the language development of deaf children. Implications for teacher training programs are discussed in terms of pre-service teachers' knowledge of sign language/system(s), and how this information applies to the language development of deaf children. (Author)

ED 301 542 SP 030 691

Freeman, Donald J. And Others

Impact of Higher Program Admissions Standards on Profiles of Entering Teacher Candidates. Program Evaluation Series No. 23.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Jun 88

Note—27p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Admission Criteria, Career Choice, Comparative Analysis, Higher Education, Preservice Teacher Education, *Selective Admission, *Student Attitudes, *Student Characteristics, *Teacher Education Programs

Identifiers—*Michigan State University

Entry level characteristics of teacher candidates who satisfied higher program admission standards at Michigan State University were compared with those of candidates who did not. The central question of the study was, "Has the introduction of the quota system altered the profile of entering teacher candidates in three general areas: (1) academic credentials; (2) career aspirations; or (3) educational beliefs?" Those who met the standards scored higher on most, but not all, measures of achievement. The two groups expressed similar beliefs and levels of commitment to teaching. (JD)

ED 301 543 SP 030 692

Freeman, Donald J. And Others

Do Higher Program Admission Standards Alter Profiles of Entering Teacher Candidates? Program Evaluation Series No. 24.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date—Oct 88
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Ability, Academic Standards, *Admission Criteria, *Career Choice, Comparative Analysis, *Educational Attitudes, Higher Education, Preservice Teacher Education, *Selective Admission, *Student Characteristics
Identifiers—*Michigan State University

This exploratory study investigated claims regarding the impact of more selective admission standards on the characteristics of students entering teacher education at Michigan State University (MSU). The quota system at MSU, set in 1986, restricts the number of candidates admitted to the program in a given academic term. Comparisons were made between students who, entering in 1985, would and would not have been admitted to the program when judged by fall, 1987, standards. A second sample of students who were admitted after the quota system was established were compared with these two groups. The investigation sought information on the academic abilities and credentials of the subjects and their attitudes toward teaching as a career and their educational beliefs. Data were gathered from student surveys and academic records. The results suggested that it is reasonable to assume that higher program admission standards will improve teacher candidates' academic competence to some extent, but will not diminish overall levels of enthusiasm for teaching nor have a perceptible impact on educational orientations or beliefs. (JD)

ED 301 544 SP 030 693
Education for Health. A Manual on Health Education in Primary Health Care.
World Health Organization, Geneva (Switzerland).
Report No.—ISBN-92-4-154225-X
Pub Date—88
Note—261p.
Available from—WHO Publications Center USA, 49 Seridan Ave., Albany, NY 12210 ($27.20).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors—*Community Programs, Delivery Systems, *Family Health, *Health Education, Information Dissemination, *Primary Health Care, *Program Development, Public Health

The first chapter of this book explores the relationship between health and the behavior of individuals, groups and communities, using examples to show specific ways in which behavior influences health. Chapter 2 offers advice on ways to establish good relationships within the community. Planning forms the focus of the third chapter, describing methods for collecting information, setting priorities and objectives and evaluating results. Subsequent chapters concentrate on the counseling of individuals and families, health education of groups, and working with the community as a whole. The concluding chapter presents advice on using local resources and the media to communicate health messages. (JD)

ED 301 545 SP 030 694
Physical Education Guide, Grades K-12.
New York State Education Dept., Albany. Bureau of Curriculum Development.
Pub Date—Aug 88
Note—54p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Secondary Education, *Physical Activities, *Physical Education, Physical Fitness, *Program Development, *Psychomotor Skills, *Safety

This guide for a balanced physical education program identifies key activity areas, offered on a sequential basis for Grades K-12, that develop personal living skills and lead toward the objective of lifetime activity. Learning outcomes of the psychomotor, cognitive, and affective domains are addressed at each grade-level cluster. The guide provides direction through suggested program activities and, because each school community has different needs, facilities, and resources, it provides flexibility in meeting those differences. In each activities area (e.g., gymnastics, outdoor living skills, rhythm and dance), a chart is provided for checking the personal living skills developed through the activity as well as a student learning outcome evaluation outline. Specific safety considerations are addressed in the narrative of each activity area. (JD)

ED 301 546 SP 030 696
Shaver, Judy C. Wise, Beth S.
Winners Need Trainers: Looking at Cooperating Teacher Educators.
Pub Date—29 Oct 88
Note—10p.; Paper presented at the Southeastern Regional Association of Teacher Educators Conference (Lexington, KY, October 29, 1988).
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperating Teachers, Elementary Secondary Education, *Inservice Teacher Education, *State Standards, *Student Teaching, *Training Methods, Tutors

This paper briefly traces the history of using cooperating teachers in the public schools to help in the training of preservice student teachers. The strengthening of standards of preparation through the years for cooperating teachers is discussed, and recent surveys of the state standards and legal requirements for cooperating teachers are noted. There appears to be no uniformity among requirements for the teachers who guide preservice teachers in their training. It is suggested that uniform basic levels of skills attainment by these teachers should be met. (JD)

ED 301 547 SP 030 700
Gamlin, Peter J. Fleming, D. Russell
Responding to Individual Needs. A Guide for Teachers. Learning Potential Series, Volume 1.
Report No.—ISBN-0-88937-010-9
Pub Date—85
Note—140p.
Available from—C.J. Hogrefe Publishers, P.O. Box 51, Lewiston, NY 14092 ($16.00).
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ability Grouping, Academic Aptitude, *Child Development, *Cognitive Style, Elementary Education, *Emotional Development, *Individual Needs, *Learning Processes, Preschool Education, *School Readiness, Teaching Methods

This book provides the teacher with a framework for assessing children's potential to learn, taking into account cognitive skills, specifically similarity thinking skills, as well as the emotional status of children, particularly the development of independent security. Complex ideas are introduced through the use of case studies and anecdotes. The first chapter examines the learning potential of an exceptional child who is preparing for kindergarten. Chapter 2 provides teachers with a practical guide to determine every child's readiness for kindergarten. The third chapter demonstrates that observing the child at home will help the teacher understand the child's individual needs and strengths. In chapter 4, the thinking processes of two 7-year-old children are explored. Chapter 5 focuses on planning skills and the central role of similarity thinking in the acquisition of skills for organizing and planning. In chapter 6, a dynamic assessment is presented of similarity thinking. The seventh chapter offers a case study demonstrating how emotional and cognitive development go together. The final chapter discusses some of the frustrations a teacher faces in meeting the individual needs of children. (JD)

ED 301 548 SP 030 701
Shimahara, Nobuo
Teacher Education in Japan.
Pub Date—Mar 88
Note—45p.; Portions of this paper were presented at the Annual Meeting of the Comparative and International Education Society (Atlanta, GA, March 17-20) under the title, "Japan's Teacher Education Reform."
Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Standards, Admission Criteria, *Cultural Influences, *Educational Change, *Educational Trends, Elementary Secondary Education, Foreign Countries, *Government Role, Higher Education, Institutional Environment, Moral Values, Preservice Teacher Education, *Teacher Role
Identifiers—*Japan

A discussion is presented on the education of Japanese teachers, their roles in the schools, and proposed reforms in their education. In describing the pre-World War II background of teacher education in Japan, three ideological forces are discussed: Western thought that impacted upon early Meiji reforms, Confucianism, and nationalism. Western influences were once again predominant in the post-war period. The development of preservice and inservice education since 1945 is traced and patterns of change in curriculum and entry into the profession are noted. Particular emphasis is placed upon the role of the teacher in Japanese schools and society, and the cultural and moral values and expectations that shape them. In considering proposals to reform teacher education, it is pointed out that two factors are most significant in the current reform movement. One is economic, the other social, but both are integral to the political concerns of the Japanese government. Sixty-two endnotes are provided. (JD)

ED 301 549 SP 030 702
Marsh, John, Ed.
The Bar Harbor Colloquium on Teacher Education (Bar Harbor, Maine, May 13, 1985). A Summary Report to the Frost Foundation.
Academy for Educational Development, Inc., Washington, D.C.
Report No.—ISBN-0-89492-059-6
Pub Date—86
Note—59p.
Available from—Academy for Educational Development, 1255 23rd St. NW, Washington, DC 20037 (charge for shipping only).
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Educational Change, *Educational Philosophy, Elementary Secondary Education, Higher Education, Learning Strategies, *Masters Degrees, Schools of Education, *Student Recruitment, *Teacher Effectiveness

The papers collected in the colloquium report were revised to take into account both the original arguments of the presenters and the points raised in the follow-up discussions. Title and authors are: (1) "Some Myths of Teacher Education" (Gene I. Maeroff); (2) "Reflection and Passion in Teacher Education" (Maxine Greene); and (3) "The Master of Arts in Teaching: An Idea Whose Time Has Come" (Theodore Kauss). Opening and closing remarks by colloquium moderator Francis Keppel are included. (JD)

ED 301 550 SP 030 703
Murphy, Judith Florio, Carol
Never Too Old To Teach.
Academy for Educational Development, Inc., Washington, D.C.
Report No.—ISBN-0-89492-001-4
Pub Date—78
Note—122p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Educational Demand, *Employment Opportunities, *Older Adults, *Paraprofessional School Personnel, Teacher Supply and Demand, *Volunteers

This report describes a wide spectrum of programs that are successfully using older people in education roles. A survey has indicated that older educators are successful, not only as evaluated by the sponsors of educational programs, but also in the eyes of their students. The possibilities are not limited to formal schooling but include service to public libraries, museums, hospitals, government extension services, and senior centers. It is pointed out that older people can be invaluable in helping to alleviate the problem of illiteracy. One of the chapters provides a set of general guidelines for the development of programs that can make use of the resources older people have to offer which may serve the learning needs of individuals and society at large. (JD)

ED 301 551 SP 030 705
Smith, S. Harold, Ed.
Leisure Today: Selected Readings. Volume IV.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. American Association of Leisure and Recreation.
Report No.—ISBN-0-88314-407-7
Pub Date—88
Note—136p.; Photographs may not reproduce clearly. For volume 3, see ED 254 505.
Available from—AAPHERD Publications, P.O. Box 704, Waldorf, MD 20604 ($12.95).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.
Descriptors—*Disabilities, *Family Life, *Individual Needs, Leisure Time, *Recreational Activities, Recreational Programs, *Rural Areas
This publication is devoted to five major topic issues selected from articles first published in the Journal of Physical Education, Recreation and Dance. The volume begins with the theme of the individual in the recreation experience. It next reviews the role of leisure and recreation within the basic unit of society, the family. The third area of focus is on the impact of leisure and recreation in the lives of those traditionally described as disabled. Fourth, a graphic presentation is given on the impact of leisure and recreation in the rural environs of the United States. Last, a report from the American Association for Leisure and Recreation provides an update of their 1964 report, "Goals for American Recreation." Numerous black and white photographs illustrate the report. (JD)

ED 301 552 SP 030 710
Neal, Larry L.
What's Going on Over There: A Pacific Rim Update.
Pub Date—20 Apr 89
Note—15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Boston, MA, April 1989).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Foreign Countries, Global Approach, *International Educational Exchange, *Leisure Education, *Non Western Civilization, Scholarships, *Study Abroad, *Tourism
Horace Greeley was historically correct when he admonished the early pioneers to "Go West!" While historically insightful he was geographically limited. The West now extends beyond the borders and across the vast Pacific Ocean to the entire Pacific Rim. Characteristically, these countries are growing economically, politically, and socially with major world-wide influence. While this leadership and evolving dominance was not based on these countries' leisure influence, the rich history, culture and the melding of technological advances in the leisure industries of this region-to create high-quality leisure experiences-suggests that these Pacific Rim countries (e.g., Japan, South Korea, Hong Kong, Singapore, People's Republic of China, Tiawan, Australia, New Zealand, etc.) have much to offer the world through their leisure influences. The World EXPO in Australia with its theme, "Leisure in the Age of Technology," is but one example. This conference session chronicles the recent advances in leisure awareness and how leisure educators in the United States are networking to influence and be influenced. The role of the American Alliance for Health, Physical Education and Dance and similar associations with liaison to the World Leisure and Recreation Association will be explored. (Author)

ED 301 553 SP 030 713
Pesson, Bruce A.
Quantitatively-Based Peer Program Identification.
Pub Date—10 Nov 88
Note—30p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Louisville, KY, November 8-10, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cluster Analysis, *Comparative Analysis, Higher Education, Land Grant Universities, *Program Budgeting, *Resource Allocation, *Teacher Education Programs, Teacher Student Ratio
The purpose of peer group identification is to objectively organize a large number of academic programs so the results might be used for administrative analysis and comparison. Data from teacher education programs in 76 public universities were analyzed using multi-stage statistical procedures. Data on 215 variables (e.g., average class size, by level, student-faculty ratio, faculty salaries, tuition) were reduced to 37 key indicators of resources and productivity. The factor scores for each teacher education program were used to produce a cluster analysis, which paired the programs by similarity, and yielded five clusters of programs. Three tests were used to verify the optimum fit of the programs within the clusters and the correct number of clusters. These follow-up procedures included analysis of variance, discriminant analysis, and classification analyses. Several suggestions are included for how deans of these programs could use the results for program and budget planning. (Author/JD)

ED 301 554 SP 030 714
Pesson, Bruce A.
NCATE Influences on Modeling Preparation Programs.
Pub Date—9 Nov 88
Note—23p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Accreditation (Institutions), Administrator Education, *Curriculum Design, Higher Education, Inservice Teacher Education, Systems Approach, *Teacher Education Curriculum
The evaluation criteria from the 1987 National Council for Accrediation of Teacher Education (NCATE) accreditation standards were used as the basis for the design of professional preparation programs. A series of models are shown, which progress from an overview model to eight more specific sub-models. The design is intended to be generic and can be applied to any professional specialization, although administrator preparation is used in the context of the design. Three sub-models show the components of the design of curriculum. Other sub-models include: (1) assessment (of students, learning, and program); (2) clinical experiences; (3) research training and experiences; (4) placement of graduates and follow-up development throughout their careers; and (5) differentiated faculty roles. The design incorporates a research component throughout all of the implementation phases. These models are intended as only the first stage of preparation program redesign. Each sub-model must be further developed into its more specific products. Finally, the course syllabi must be rewritten to reflect the design. (Author)

ED 301 555 SP 030 716
Gomez, Mary Louise And Others
The National Writing Project: Creating Community, Validating Experience, and Expanding Professional Opportunities. Issue Paper 88-2.
National Center for Research on Teacher Education, East Lansing, MI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Note—48p.
Available from—National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($4.00).
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Development, *Group Dynamics, *Institutes (Training Programs), Participant Satisfaction, Program Effectiveness, *Summer Programs, *Teacher Attitudes, Writing (Composition), *Writing Instruction
Identifiers—*National Writing Project
This paper explores the National Writing Project model as it relates to enhancing the professionalism of teachers. It traces the historical development of the National Writing Project (NWP). describes the practices of the NWP summer institutes, and provides an analysis of teachers' satisfaction with their experiences in the summer institutes. Three key features of the project are explored as sources of teachers' enthusiastic support of the NWP: the creation of a community of learners who are all concerned with the effective teaching of writing; the validation of practitioners' lore; and the enhancement and expansion of professional opportunities available to classroom teachers following participation in the summer institute. Modifications of the curricula and organization of summer institues are suggested. Particular attention is focused on developing action research plans by teachers in all NWP-sponsored summer institutes. The paper is followed by responses from James Gray, director of the California and National Writing projects, and Harvey Daniels and Steven Zemelman, co-directors of the Illinois Writing Project. (Author)

ED 301 556 SP 030 717
Programs of Promise. A Summary of Current Programs Focusing on the Recruitment of Minority Candidates to Careers in Professional Education.
Appalachia Educational Lab., Charleston, W. Va.; Tennessee Association of Colleges of Teacher Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Note—214p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Black Teachers, Career Choice, Higher Education, Labor Turnover, *Minority Groups, *School Holding Power, Secondary Education, *Student Recruitment, *Teacher Education Programs, *Teacher Placement
This report presents the findings of a study group that is in the process of identifying and gathering information about currently operational programs designed to recruit minority persons to careers in education and retain students in teacher preparation programs. Descriptions of 45 promising programs are organized under four cluster headings: (1) pre-college programs (recruitment); (2) programs for recruitment from alternate pools; (3) college/university initiatives (recruitment within higher education and retention); and (4) marketing and placement of graduates. Samples of recruitment advertisements, pamphlets and fliers are included in some of the program descriptions. Appended are four papers which were used by the study group: (1) a draft report of the literature search conducted preliminary to this report; (2) program summary information; (3) a paper on recruiting black teachers; and (4) a comprehensive model for recruitment and retention of minority students. (JD)

ED 301 557 SP 030 718
Ellis, Gary, Comp.
Intermountain Leisure Resources Symposium. Proceedings (9th, Salt Lake City, Utah, November 17, 1988).
Utah Univ., Salt Lake City.
Pub Date—17 Nov 88
Note—99p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Land Use, *Outdoor Activities, *Parks, *Program Development, Recreational Activities, *Recreational Facilities, Resource Allocation, Safety, *Turf Management
Twelve of the papers of the 30 presented at this symposium are included in this publication: (1) "Toward a Higher State of Being" (Daniel L. Dustin); (2) "Parklands and Wilderness: An International Perspective" (Larry Beck); (3) "Selection Criteria for Outdoor Recreation Equipment" (John Cedarquist); (4) "Risk Management in Parks and Recreation: Need for Computerized Information System" (Steve Gray); (5) "Managing Urban Parks; A Study of Park Fees, Personnel, Services and Budgets" (Craig W. Kelsey); (6) "Seeking Simplicity-Simple Living and a Leisure Perspective" (Andrea Phillips); (7) "Avalanches and Skitourers: The Utah Avalanche Forecast Center 1988 User Survey" (David Ream); (8) "Recreation Center Fees and Charges: A Statewide Study" (Craig W. Kelsey); (9) "Transition Planning in Therapeutic Recreation/Special Recreation" (S. Harold Smith); (10) "The Rescue Doctrine: A New Toot on an Old Horn" (Janna S. Rankin); (11) "Utah's Community Education Long Range Planning Project" (Burton Olsen and Larry Horyna); and (12) "Analysis of Utah State Law 11-2-7, 'The Recreation Mill Levy'" (Benjamin Allen and Burton Olsen). (JD)

ED 301 558 SP 030 719
Stier, William F., Jr.
Policies, Procedures and Practices for Intercollegiate Athletics. Revised.
State Univ. of New York, Brockport. Coll. at Brockport.
Pub Date—Aug 88
Note—123p.; Printed on colored paper.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Athletic Coaches, *College Athletics, Higher Education, Institutional Mission, *Intercollegiate Cooperation, Job Performance, *Organizational Objectives, *Program Administration, School Policy, Standards
This handbook, developed by the athletic department of the State University of New York, Brockport, outlines the established procedures of the department. It provides an opportunity for all line and staff personnel to become familiar with pertinent data relative to the assignments, duties and

responsibilities of every department member. General information is provided relative to the institution and government regulations. Information is given on the departmental policies, procedures and practices. (JD)

ED 301 559 SP 030 723
Murnane, Richard J. Schwinden, Michael
Who Become Certified To Teach, and Who Entered Teaching between 1979 and 1985: Evidence from North Carolina.
Spons Agency—National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.
Pub Date—Nov 88
Note—47p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Teachers, Career Choice, Elementary Secondary Education, Labor Market, Standardized Tests, Teacher Characteristics, *Teacher Distribution, *Teacher Supply and Demand, *Test Results, *Trend Analysis
Identifiers—*North Carolina
This paper reports the results of two separate, but related analyses. The first describes trends in the number of college graduates who obtained teacher certification, and changes over the decade in the distribution of new certificants' demographic characteristics, subject specialities, and score on the National Teachers Examination (NTE). The second examines whether demographic characteristics, subject specialties, and NTE scores predict which certificants became teachers in North Carolina public schools and which did not. One objective of the study was to learn the extent to which certification and entry trends were responsible for the decline in the percentage of the nation's black school teachers. Three patterns were discovered: (1) not only was the number of new certificants sensitive to the demand for classroom teachers, but also their choices of subject field was sensitive to demand; (2) there was a difference between blacks and whites in the relationship between NTE scores and the probability of entry into teaching in North Carolina; and (3) the predicted probability of entry into teaching in North Carolina increased over the decade for black certificants while it declined for white certificants. References are included and data gathered from the study are displayed in tables. (JD)

ED 301 560 SP 030 728
McLoughlin, James A.
University of Louisville's School of Education and Institutional Effectiveness: A Case Study.
Pub Date—23 Apr 87
Note—43p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Assessment, *Educational Quality, *Evaluation Methods, Faculty Evaluation, Higher Education, *Institutional Evaluation, Institutional Mission, Organizational Objectives, Outcomes of Education, *Schools of Education
Identifiers—*University of Louisville KY
This case study of the School of Education of the University of Louisville is intended to describe its measurement of student outcomes and its goals of quality instruction, research, and service or outreach in terms of faculty outcomes. The strengths and weaknesses of procedures are pointed out, and the use to which the data is put is discussed. Similarities to national models of institutional effectiveness are pointed out. The School's effectiveness in critical areas of faculty outcomes (e.g., teaching/advising, research/scholarship/creative work) are illustrated by data gathered from various reports. Specific reports and sample forms used in the evaluation project are appended. (JD)

ED 301 561 SP 030 730
Background and Experience Characteristics of Public and Private School Teachers: 1984-85 and 1985-86, Respectively. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
Report No.—CS-88-103
Pub Date—Oct 88
Note—33p.; Data Series: SP-PUF-85/86-7.3.
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Analysis, Degrees (Academic), *Demography, *Educational Background, Elementary Secondary Education, Institutional Characteristics, *Private Schools, *Public School Teachers, *Teacher Characteristics, *Teaching Experience
Statistics from a national survey of public and private elementary and secondary school teachers are presented. A descriptive analysis identifies similarities and differences between the two groups of teachers. Two general questions provided the focus of the survey: (1) To what extent do public and private school teachers differ with regard to demographic characteristics, educational background, and teaching experience? and (2) Do public and private school teachers' differences regarding demographic characteristics, educational background, and teaching experience persist when other variables, such as teaching level, school size, and geographic region, are considered? (JD)

ED 301 562 SP 030 732
Ishler, Peggy
A Report on Successful Teacher Induction Programs: The Whys, Whats, and Wherefores for Texas.
Pub Date—21 Oct 88
Note—19p.; Paper presented at the Annual Texas Conference on Teacher Education (41st, Dallas, TX, October 21, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *College School Cooperation, Elementary Secondary Education, Higher Education, Mentors, Program Effectiveness, *Released Time, *Schools of Education, *Teacher Orientation
Identifiers—*Beginning Teacher Induction
This paper, specifically addressed to teacher education in Texas, discusses teacher induction programs. A review is presented of some successful induction programs around the country and similarities and differences in some of the salient features of entry-level programs. The variety of roles institutions of higher education can play in such programs is discussed. It is pointed out that these successful programs have many things in common–collaboration, training trainers, caring support, separating assistance from assessment, and teachers teaching teachers. It is emphasized that Texas, which requires less than 20 hours of professional training for their teachers, needs strong induction programs, and recommendations are made on where higher education might become involved in Texas teacher induction. (JD)

ED 301 563 SP 030 733
Vogt, MaryEllen
The Preservice Teacher-Cooperating Teacher Relationship: An Historical Perspective.
Pub Date—May 88
Note—35p.; Paper presented at the Annual Meeting of the International Reading Association (Toronto, Canada, May 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Cooperating Teachers, Field Experience Programs, Higher Education, *Interpersonal Relationship, Preservice Teacher Education, *Student Teacher Attitudes, *Student Teachers, *Student Teacher Supervisors, Teacher Influence, Teacher Role
This review of research on the influence of the cooperating teacher seeks to clarify the relationship between the preservice student teacher and the cooperating teacher, and to provide a better understanding of the student teaching experience. The expectations and the role of the cooperating teacher are reviewed and it is pointed out that, though the preponderance of research results supports the contention that the cooperating teacher has a profound influence on the preservice teacher, there are a number of studies that question this assumption. While changes have been noted in student teachers' attitudes from liberal toward authoritarian, it is suggested that this may be a result of being caught between the opposing viewpoints of the university and the school and not necessarily because of the influence of the cooperating teacher. A discussion is presented of the nature of the triadic relationship of cooperating teacher, student teacher, and university supervisor. An analysis is presented of research on the matching of the cooperating teacher and student teacher. Some conclusions and recommendations are offered and references are included. (JD)

ED 301 564 SP 030 735
Hawes, Kenneth
Time and Expertise: A Report of a One-Year Trial of a New Professional Arrangement for Experienced and First-Year Teachers.
Wellesley Coll., Mass.; Wellesley Public Schools, Mass.
Spons Agency—Department of Education, Washington, DC.
Pub Date—30 Jun 88
Note—24p.; The project was undertaken collaboratively by Wellesley College, Wellesley Public Schools, and the Boston Latin School.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Case Studies, Elementary Secondary Education, *Faculty Development, Mentors, *Program Development, *Program Effectiveness, *Sabbatical Leaves, *Teaching Experience
This is a report of a one-year trial of a new professional arrangement for teachers, which gave experienced teachers part-time sabbaticals during the school year for study and curriculum projects, and which attempted to give first-year teachers (who were already certified) mentoring help and other special professional opportunities. The first-year teachers provided the release time for the experienced teachers. The project was undertaken collaboratively by Wellesley College, Wellesley Public Schools, and the Boston Latin School. The report is in the form of a case-study combined with lessons and recommendations drawn from the year's experience. The planning phase, project seminar, mentoring work, and the experiences of the first-year teachers and the experienced teachers (Fellows) are described sequentially. Discussions of problems and recommendations are interspersed throughout. Participants believe that programs similar to the one described could have leading roles to play in the renewal of education and the teaching profession, since they would give to those with the most intimate knowledge of school needs and realities–teachers–time to work on those needs. (Author)

ED 301 565 SP 030 737
Scherm, Carolyn
Internship Manual: Guidelines for Staff Development Course. Supplement to Alternative Certification Program for Critical Fields.
Georgia State Dept. of Education, Atlanta.
Pub Date—Sep 88
Note—88p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Secondary Education, *Internship Programs, *Program Development, *Program Implementation, *Social Support Groups, *Staff Development
Identifiers—*Alternative Teacher Certification
This manual provides guidelines and resources for developing a year-long internship program conducted for staff development credit under the joint sponsorship of a college and a school system. The internship carries college credit and is designed for teachers who hold provisional teaching certificates. The first section presents a description of the course with emphasis upon the role of the support team. Topics covered are: (1) eligibility criteria; (2) role of the support team (mentor teacher, principal, etc.); (3) intern activities and objectives; (4) course schedule and contact hours; and (5) intern evaluation. The second section describes the role of the mentor teacher as part of the support team, and approved professional practices. The appendices contain sample forms used in implementing the program and a bibliography. (JD)

ED 301 566 SP 030 738
Teaching about AIDS. High School.
Manitoba Dept. of Education, Winnipeg.
Pub Date—[87]
Note—47p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Health Education, High Schools, *High School Students, Life Style, Sex Education
This resource package is designed to: (1) provide factual information to students in three critical areas: what Acquired Immune Deficiency Syndrome (AIDS) is, how it can be transmitted, and how it can be prevented; and (2) provide auxiliary information

and strategies for use at the discretion of the high school in a number of disciplines; e.g., guidance, science, biology, home economics, lifestyles. In addition to providing basic factual information in the form of one or more classes, an assembly or audio-visual presentation, the auxiliary information would provide students with an opportunity to face, discuss, and integrate the decisions they must take to avoid high-risk behavior and promote positive lifestyle decisions. (JD)

ED 301 567 SP 030 747
Health Education Community Health Teaching Supports. Grade 7.
Manitoba Dept. of Education, Winnipeg.
Pub Date—[87]
Note—50p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Class Activities, Communicable Diseases, *Grade 7, *Health Education, Junior High Schools, *Life Style, *Public Health, Sex Education, Teaching Methods
This handbook contains suggested teaching activities, student worksheets, background information, and a list of basic resources for teacher of health education. Topics discussed are health promotion, seven steps to health, major dimensions of health, and Acquired Immune Deficiency Syndrome (AIDS). Included in the handbook is a teaching unit on AIDS which provides teacher and student background notes and guidelines for class discussions. (JD)

ED 301 568 SP 030 748
Health Education Community Health Teaching Supports. Grade 8.
Manitoba Dept. of Education, Winnipeg.
Pub Date—[87]
Note—64p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Communicable Diseases, *Grade 8, *Health Education, Junior High Schools, *Life Style, *Public Health, Sex Education
This handbook contains suggested teaching activities, student worksheets, background information, and a list of basic resources for teachers of health education. Topics covered are mortality rate, health promotion, the circulatory system, heart disease, majors dimensions of health, and Acquired Immune Deficiency Syndrome (AIDS). Included in the handbook is a teaching unit on AIDS which provides teacher and student background notes and guidelines for class discussions. (JD)

ED 301 569 SP 030 749
Health Education Community Health Teaching Supports. Grade 9.
Manitoba Dept. of Education, Winnipeg.
Pub Date—[87]
Note—72p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Communicable Diseases, *Grade 9, *Health Education, Junior High Schools, *Life Style, *Public Health, Sex Education
This handbook contains suggested teaching activities, student worksheets, background information, and a list of basic resources for teachers of health education. Topics covered are mortality rate, health promotion, sexually transmitted diseases, Acquired Immune Deficiency Syndrome (AIDS), and major dimensions of health. Included in the handbook is a teaching unit on AIDS which provides teacher and student background notes and guidelines for class discussions. (JD)

ED 301 570 SP 030 769
The Condition of Teaching. A State-by-State Analysis, 1988.
Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.
Report No.—ISBN-0-931050-35-9
Pub Date—88
Note—119p.; For earlier reports, see ED 238 867 and ED 267 070.
Available from—Princeton University Press, 3175 Princeton Pike, Princeton, NJ 08648 ($10.95).
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Achievement, *Educational Trends, Elementary Secondary Education, Job Satisfaction, National Surveys, *Parent School Relationship, Parent Student Relationship, *Participative Decision Making, *Student Behavior, Student Needs, *Teacher Attitudes, Teacher Education, Teacher Influence, *Teaching Conditions
This report is based on a national survey of 22,000 public school teachers. The report reveals a growing gap between the school and the home, and the majority of teachers report that the willingness of parents to be involved in their children's education falls below their expectations. In addition to the reporting of national trends, the report allows an opportunity for state-by-state comparison of teacher attitudes on a broad range of topics: current teaching assignments; public school enrollment trends; student achievement and growth; expenditures for education; teacher evaluation; perspectives on methods and curriculum; standards for students; teacher preparation; assessment of education officials; and job satisfaction and morale. It is noted in the foreword to the report that "perhaps most significant in this survey is the frustration teachers feel about their powerlessness in teaching...the majority of teachers are not...asked to participate in such crucial matters as teacher evaluation, staff development, school budget, and student promotion and retention policies." Technical notes and 83 tables are provided. (JD)

TM

ED 301 571 TM 011 274
Bennett, Randy Elliot And Others
The Psychometric Characteristics of the GRE General Test for Three Handicapped Groups. Studies of Admissions Testing and Handicapped People.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
Spons Agency—College Entrance Examination Board, New York, N.Y.; Graduate Record Examinations Board, Princeton, N.J.
Report No.—ETS-RR-86-6
Pub Date—Feb 86
Note—85p.
Pub Type— Reports - Research (143) — Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*College Entrance Examinations, Comparative Analysis, Graduate Study, Higher Education, Item Analysis, *Physical Disabilities, *Psychometrics, Test Bias, *Test Reliability, *Timed Tests, *Visual Impairments
Identifiers—Differential Item Performance, *Graduate Record Examinations
The psychometric characteristics of the Graduate Record Examinations General Test (GRE-GT) were studied for three handicapped groups. Experimental subjects took the GRE-GT between October 1981 and June 1984; they include: (1) 151 visually-impaired students taking large-type, extended-time administrations; (2) 188 visually-impaired students taking timed, regular-type administrations; (3) 108 physically-handicapped students taking timed, regular-type administrations; and (4) 441,654 non-handicapped students. Data on a non-handicapped subset (N=20,499) who took the GRE-GT in October 1981 and April 1982 were included. Psychometric characteristics studied included the level of test performance, test completion, test reliability, and unexpected differential item performance. Results indicate that the performance of visually-handicapped groups closely approximates that of non-disabled students. However, physically-handicapped students performed substantially lower than did the comparison group of non-handicapped students on two of the GRE-GT scales. Data on test completion showed evidence of possible disadvantage to the two groups of disabled examinees taking timed administrations. Test reliability analysis via internal consistency and parallel-forms methods indicated no practical differences in measurement precision across groups. In terms of both reliability and item behavior, the psychometric characteristics of the GRE-GT appear comparable for handicapped and non-handicapped groups. Nineteen data tables and 11 sample GRE-GT questions are provided. An annotated bibliography of five reports of the "Studies of Admissions Testing and Handicapped People" is appended. (TJH)

ED 301 572 TM 012 189
Koenig, Sharon
Test Scores Count! A Handbook for Teaching Test-Taking Skills.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date—87
Note—45p.
Available from—Mid-Continent Regional Educational Laboratory, 4709 Belleview Ave., Kansas City, MO 64112 ($7.95).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Elementary School Teachers, Elementary Secondary Education, *Guessing (Tests), *Instructional Materials, Multiple Choice Tests, Objective Tests, Secondary School Teachers, *Skill Development, *Standardized Tests, Teaching Methods, *Test Coaching, Test Wiseness
This handbook provides guidelines for teaching test-taking skills to students of all grade levels to help the students raise their standardized test scores. Topics covered include: understanding instructions and following directions, efficient use of time, intelligent guessing, and application of special strategies for multiple-choice and true/false questions and completion items. Separate general guidelines for teaching test-taking skills are provided for use with kindergarten and first-grade students, second and third graders, fourth through sixth graders, and seventh through twelfth graders. Numerous sample test items are provided. (TJH)

ED 301 573 TM 012 375
Mouw, John T. Perkins, Kyle
A Framework for Conducting ESL/EFL Construct Validation Studies.
Pub Date—[86]
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Construct Validity, Elementary Secondary Education, *English (Second Language), *Generalizability Theory, *Latent Trait Theory, Learning Readiness, *Research Methodology, Test Reliability, Test Use, *Test Validity
Identifiers—Pearson Product Moment Correlation, Rasch Model, *Validity Research
The purpose for which a test is used and the examinees' stage of learning are two anchor points that are incorporated into a suggested framework for conducting construct validation studies for tests of students with English as a second language (ESL) or English as a foreign language (EFL). The framework includes the use of generalizability theory, construct definition, and factor analysis. Two procedures are discussed in terms of the means by which they confound reliability and validity. Difficulties with correlational evidence to support construct valid test score interpretations are also discussed. Problems with product-moment correlations, the Rasch model, and a construct validation technique proposed by G. H. Henning are singled out for particular criticism. (Author/TJH)

ED 301 574 TM 012 406
Code of Fair Testing Practices in Education.
Joint Committee on Testing Practices, Washington, DC.
Pub Date—88
Note—5p.
Available from—National Council on Measurement in Education, 1230 Seventeenth St., NW, Washington, DC 20036 (single copies free).
Pub Type— Guides - General (050) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Codes of Ethics, *Educational Testing, Test Bias, Test Construction, *Testing, Test Interpretation, Test Selection, Test Use
Identifiers—*Standards for Educational and Psychological Tests
Guidelines for test developers and users are provided to insure that construction and selection of test instruments are conducted fairly. In addition to development and selection, issues of interpretation of scores; provision of information to test takers; and prevention of test bias based on race, gender, or ethnicity are addressed. Twenty-one guidelines are provided to test developers and users, 16 of which are divided into pairs of parallel directives for developers and users. The guidelines are intended to be consistent with the relevant parts of the "Standards for Educational and Psychological Testing" (1985).

However, the guidelines differ from the standards in both audience and purpose. The guidelines are meant to be understood by the general public, limited to educational tests, and focused primarily on those issues that affect the proper use of tests. (TJH)

ED 301 575 TM 012 433
Brown, Robert M. Wells, Naomi
Research and Policy in Evaluating Initially Certified Teachers in North Carolina.
Pub Date—Apr 88
Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *Classroom Observation Techniques, Comparative Analysis, *Educational Policy, Elementary Secondary Education, Feedback, *National Competency Tests, *Standardized Tests, Teacher Effectiveness, *Teacher Evaluation, Teaching Methods, Test Validity, Time Management
Identifiers—*National Teacher Examinations, North Carolina, Teacher Performance Appraisal Instrument
The National Teachers Examinations (NTE) Core Battery scores of initially certified teachers in North Carolina were compared with teaching effectiveness scores. Teacher effectiveness scores were obtained using the Teacher Performance and Appraisal Instrument (TPAI)–a classroom observation instrument used by a trained team of observers. The TPAI focuses on teaching techniques used in the classroom and identifies 25 teaching practices grouped into five major teaching functions: (1) time management; (2) behavior management; (3) instructional presentation; (4) instructional monitoring; and (5) instructional feedback. All 111 subjects involved in the study had completed the NTE; only 74 of the subjects completed both the NTE and the TPAI. No correlations were found between scores on the two instruments. Reliance on the NTE by administrators hiring new teachers is questioned. (TJH)

ED 301 576 TM 012 435
Perkins, Kyle
A Comparison of Instructional Sensitivity Indices.
Pub Date—[84]
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bayesian Statistics, Comparative Analysis, *Criterion Referenced Tests, Difficulty Level, *English (Second Language), Grammar, Higher Education, Language Proficiency, *Language Tests, *Latent Trait Theory, Test Construction, Test Items, Undergraduate Students
Identifiers—Classical Test Theory, *Instructional Sensitivity, *Michigan Test of English Language Proficiency
Instructional sensitivity indices are compared from four perspectives: (1) criterion-referenced testing; (2) classical test theory; (3) item response theory; and (4) Bayesian theory. Instructional sensitivity is defined as the tendency of a test item to vary in difficulty as a function of instruction. The instructional sensitivity of the items in the grammar subtest of the Michigan Test of English Language Proficiency was assessed as an example. Subjects (N=18) were enrolled full-time in proficiency level 3 at the Center for English as a Second Language at Southern Illinois University. The normalized difference between pre- and post-test logits of difficulty (item response theory) and the pre-to-post difference index (criterion referencing) were found to be the most robust. Numerous problems, including spuriously high indices, were encountered with the Bayesian indices. It is concluded that decisions about discarding or revising test items should not be based solely on instructional sensitivity indices. Five data tables are included. (TJH)

ED 301 577 TM 012 436
Necci, Catherine
Evaluating Student Writing in Art Education: Intermediate Level.
Pub Date—May 88
Note—115p.; M.S. Thesis, University of Wisconsin-Milwaukee.
Pub Type— Dissertations/Theses - Masters Theses (042) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, *Art Education, *Critical Thinking, *Elementary School Students, *Evaluation Methods, Grade 4, Grade 5, Holistic Evaluation, *Intermediate Grades, *Writing Evaluation
Identifiers—*Art Criticism
Research of evaluation techniques shows that assessment of student achievement in art education is a neglected and undeveloped area of curriculum. This thesis reviews the reasons for curriculum reform, examines the need for evaluation tools in art education, reports current trends toward improving evaluation of student achievement in art education, examines a method of evaluation, and provides an instrument to assess student writing in art education. Focus is on intermediate level writing in art criticism and on assessing student achievement and progress in critical thinking skills. Writing exercises and appropriate criteria for their evaluation were designed. Instructional and evaluative methods were based on research by D. Perkins (1983), T. Zeller (1984), and D. Johns (1986) combined with the writing assessment instrumentation of holistic scoring. Results of an empirical study using the methods with 69 fourth graders and 63 fifth graders indicated that the evaluation instrumentation was both valid and reliable. A unit test in art, an associated study guide, several student writing samples, and criteria for evaluating critical thinking and art criticism are appended. A 79-item list of references concludes the document. (TJH)

ED 301 578 TM 012 438
Marsh, Herbert W.
Extracurricular Activities: A Beneficial Extension of the Traditional Curriculum or a Subversion of Academic Goals.
Pub Date—7 Sep 88
Note—41p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Aspiration, *Extracurricular Activities, Grade 10, Grade 12, *High School Graduates, High Schools, *National Surveys, Outcomes of Education, Postsecondary Education, *Student Participation
Identifiers—*High School and Beyond (NCES)
As part of the High School and Beyond study, students in a large nationally-representative sample were asked whether or not they had participated in each of a variety of extracurricular activities in their sophomore year (1980) and again in their senior year (1982) of high school. Data for 1984–2 years after the subjects graduated from high school–were included. Out of 10,613 students, a sample size of 4,000 was assumed for the purposes of statistical testing. After controlling background variables and sophomore outcomes, total participation was significantly and favorably related to 17 of 22 senior and postsecondary outcomes (e.g., social and academic self-concept, educational aspirations, coursework selection, homework, absenteeism, academic achievement, and subsequent college attendance). However, there were significant non-linear components to most relations indicating that participation in too many activities produced diminishing returns. The benefits of participation also differed substantially depending on the particular activity. Participation in sport, honor societies, student government, school publications, school subject-matter clubs, church organizations, and community service organizations was consistently beneficial, but participation in some activities had mixed or predominantly negative effects. A 39-item list of references and eight data tables are included. (Author/TJH)

ED 301 579 TM 012 439
Burns, J. L. And Others
Some Evidence on Development of Self-Concept in Young School-Age Children.
Pub Date—87
Note—19p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, *Elementary School Students, Factor Analysis, Grade 2, *Kindergarten Children, Models, Primary Education, *Self Concept, *Young Children
Identifiers—Behavioral Academic Self Esteem Scale, *Crystallization (Psychology), Self Concept Scale for Children, *Variance (Statistical)
This study investigated changes in organization and crystallization of self-concept that may occur during early school years. Three models from self-concept literature that address early childhood development of self-concept are briefly described. Hypotheses are predicted on the assumptions that: (1) changes should manifest themselves between kindergarten and second grade, and (2) crystallization of self-concept would be marked by changes in variance of self-concept measures over this time period. The Behavioral Academic Self-Esteem Scale and the Martinek-Zaichkowski Self-Concept Scale for Children were administered to 91 kindergartners and 79 second graders. Tests of differences in variance based on the "F" distribution were computed. Of the nine hypothesized subscale or factor differences in variance, six were supported. Also, two other absolute differences in variance were in the hypothesized direction. Results show that variance in measures of self-concept does seem to reflect developmental influences. Attributes of self-concept that were predicted to be more crystallized or consolidated by kindergarten time frequently showed smaller variance among kindergartners than among second graders. (Author/TJH)

ED 301 580 TM 012 440
Medina, Noe Neill, D. Monty
Fallout from the Testing Explosion: How 100 Million Standardized Exams Undermine Equity and Excellence in America's Public Schools.
National Center for Fair and Open Testing (FairTest), Cambridge, MA.
Pub Date—Jun 88
Note—50p.
Available from—FairTest, P.O. Box 1272, Harvard Square Station, Cambridge, MA 02238 ($8.95).
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Achievement Tests, Administrators, Basic Skills, *Educational Quality, Elementary Secondary Education, *Equal Education, Minimum Competency Testing, *National Surveys, *Public Schools, School Districts, *Standardized Tests, *State Programs, Test Bias, Test Construction, Testing Programs, Test Results
Identifiers—Telephone Interviews
Based on telephone interviews with educational officials from all 50 states and the District of Columbia, an overview of the use and impact of standardized tests in the United States during the 1986-87 school year was developed. In addition to interviewing officials from all state departments of education, officials from 56 sample school districts in 38 states were questioned. This FairTest survey focused on the use of standardized achievement, competency, and basic skills tests. Additional information was gathered by examining recent surveys documenting the use of standardized exams, including intelligence tests, behavioral tests, readiness tests for young children, and placement tests. During 1986-87, the sampled schools administered more than 7.8 million standardized tests to over 5.7 million students to meet local testing mandates–a rate of 1.33 tests per student. Results indicate that: (1) the number of states mandating testing has greatly increased in recent years; (2) southern states and larger school districts test more often; (3) flaws in construction, validation, administration, and use undermine claims of objectivity and produce test results that are inaccurate, unreliable, or biased; (4) racial, ethnic, and sex bias along with bias against groups of low socioeconomic status are the most prominent forms of test bias; (5) American public school have begun to treat standardized tests as the all-purpose answer for promoting school improvement and insuring accountability; and (6) tests heavily influence curriculum development. An agenda for test reform is outlined. An overview of the study methodology, an annotated bibliography, and a press release are appended. (TJH)

ED 301 581 TM 012 442
Jackson, Thomas C.
Providing Inservice to School Psychologists on Normal Child Development (Zero to Eight) as a Means of Increasing the Use of Alternative Evaluation Techniques.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
Pub Date—25 Jul 88
Note—117p.; Much of text is in small print. Ed.D. Practicum Report, Nova University.
Pub Type— Dissertations/Theses - Practicum Papers (043) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Case Studies, *Child Development, Classroom Observation Techniques, Ecology,

*Evaluation Methods, *Inservice Education, Medical Case Histories, Parent Teacher Conferences, Practicums, Preschool Education, Primary Education, Professional Development, *School Psychologists, *Student Evaluation, Videotape Recordings, *Young Children

This practicum provides school psychologists (SPs) with information on child development as a means of heightening the SP's awareness of the importance of using alternative assessment strategies with young children. The second aim was to introduce the concept of an ecological assessment by increasing the use of classroom observation, parent/teacher interviews, developmental and medical histories, and frequent monitoring as techniques used in evaluating children from birth to age 8 years. Responses to the Child Development Questionnaire (CDQ), critiques of three SP-made case studies, and reviews of psycho/educational reports to determine whether SPs have begun using alternative assessment tools were analyzed. It was determined that alternatives to standardized assessment instruments should be introduced. An inservice program was created using videotapes to increase the SP's awareness of children's cognitive and social development and the importance of play. Each inservice session was preceded by distribution of a handout introducing the topic of the videotape and reviewing the previous session. Results of the practicum indicate that SPs increased their awareness of child development; ecological evaluation; and alternative assessment strategies in working with preschoolers, kinderpartners, and first graders. However, participants indicated some disappointment based upon their expectations. The pre- and post-inservice psycho/educational report reviews, the CDQ, three sample case studies, a videotape listing, "Consider with Me" handouts, and an inservice program calendar are appended. (TJH)

ED 301 582 TM 012 447
Ediger, Marlow
How Should Student Achievement Be Determined?
Pub Date—88
Note—9p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, *Curriculum Development, *Decision Making, Elementary Secondary Education, Evaluation Methods, *Measurement Techniques, *Problem Solving, *Student Evaluation
Identifiers—Scholastic Aptitude Test

Three methods of appraising student achievement are discussed: (1) the measurement movement (MM); (2) problem solving (PS) in the curriculum; and (3) decision making (DM) in the curriculum. MMs in education emphasize: verification of student achievement results; objective procedures; alignment of learning opportunities with test items; teaching toward precise objectives; and test validity and reliability. It is contended that this reliance on test scores, the most common method, provides precise results but gives rise to rigid, formal curricula. PS procedures emphasize: learning by doing; students as active participants; actually learning and not just memorizing/mastering; students working in committees; and integrating school curriculum with life. Emphasis on PS skills represents a life-like approach in curriculum development and provides students with the ability to deal with a vast amount of information regardless of the temporal or physical location. DM strategies emphasize: the learner as the focal point of instruction; students individually choosing activities/experiences; learner responsibility for selecting/completing tasks; students governing their classroom behavior; and teachers accepting/encouraging student DM in the curriculum. DM paradigms, particularly those emphasizing the moral dimension, focus on self-evaluation and weighing the effects of ends, means, and appraisal on the self and others. (TJH)

ED 301 583 TM 012 450
Browne, Beverly A. Mazner, Lynn M.
Self-Monitoring in Middle Childhood: Reliability of the Junior Self-Monitoring Scale.
Spons Agency—National Inst. of Health (DHHS), Bethesda, MD. Biomedical Research Support Grant Program.
Pub Date—Apr 88
Grant—RR07079
Note—23p.; Paper presented at the Annual Meeting of the Western Psychological Association (Burlingame, CA, April 28-May 1, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Psychology, Elementary Education, *Elementary School Students, Grade 1, Grade 3, Grade 5, Interpersonal Competence, Neurosis, *Personality Measures, Psychosis, *Self Control, Self Expression, *Test Reliability
Identifiers—Extraversion Introversion, Eysenck Personality Inventory, *Junior Self Monitoring Scale, *Self Monitoring, Test Retest Reliability

The primary purpose of this study was to assess the test-retest reliability of the Junior Self-Monitoring Scale (JSMS) for use with elementary school children. Subjects were 28 first, 30 third, and 24 fifth graders attending an elementary school in Corvallis (Oregon). The JSMS consists of 24 yes/no items and is scored in the direction of high self-monitoring. Individual items reflect the domains of self-monitoring developed by M. Snyder (1979). These domains include concern for social appropriateness, attention to social cues indicating appropriate self-presentation, control over one's self-presentation and self-expression, strategic use of these abilities, and situational specificity of self-presentation and expressive behavior. Subjects' levels of introversion-extraversion, neuroticism, and psychoticism were assessed via the Eysenck Personality Inventory after administration of the JSMS. Results indicate that the JSMS is a reliable measure that can be used to assess self-monitoring in grade-school children. Used in conjunction with its adult counterpart, the JSMS can help determine the relationships between children's self-monitoring orientations and those of parents of siblings. The JSMS is appended, and four tables conclude the document. (TJH)

ED 301 584 TM 012 451
Levy, Gary D. Meller, Paul J.
The Structure of Cognitive Categories: Different Structures for Different Domains?
Pub Date—Aug 87
Note—30p.; A shorter version of this paper was presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Classification, *Cognitive Structures, Higher Education, *Models, *Social Cognition, *Undergraduate Students
Identifiers—*Categorical Processing (Cognition), Cognitive Domain, *Hierarchical Linear Modeling

This study was designed to determine whether concepts judged by participants as either prototypically social, non-social, animate, or inanimate would be cognitively structured in a manner consistent with E. Rosch's hierarchical model. During the first experiment, 168 undergraduates generated words to be placed in one of the prototypical categories after being provided with operational definitions of the categories. Results were used to determine prototypical categories. During the second experiment, 197 undergraduates–none of whom participated in the first experiment–generated lists of words related to 12 headings corresponding to the four response categories and eight specific examples generated during the first experiment. Subjects' responses were were rated by four female psychology majors using the a priori operational definitions of the four categories provided for the first experiment. A comparison of the mean number of responses across all four categories was used to construct a mixed hierarchical/linear model of cognitive categorization, since the results fail to confirm either a purely hierarchical or linear model of categorical structuring. The tri-level vertical structure of categories, in descending order of superordinance, consisted of animate, non-social/inanimate, and social. (TJH)

ED 301 585 TM 012 456
Dungan, Lucille A.
Norm-Referenced Test Customization: Validation of Individual Score Interpretation.
Pub Date—Apr 88
Note—30p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
Pub Type— Reports - Evaluative (142) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Difficulty Level, *Elementary School Students, Grade 4, Grade 6, Group Testing, *Individual Testing, Intermediate Grades, *Mathematics Tests, *Norm Referenced Tests, Sample Size, School Districts, Scoring, Test Construction, Test Interpretation, Test Items, *Test Validity, Urban Education
Identifiers—*Metropolitan Achievement Tests, New York (New York Metropolitan Area), *Test Customization

This study investigated the "customization" of a standardized achievement test to measure the effect on group and individual scores. "Customization" refers to the modification of an existing test to more closely match test specifications of the entity using the test, usually a state or large school district. Results of an in-depth study of students in grades 4 and 6 in New York City are reported. Subject sample sizes ranged from 5,200 to 6,700 at grade 4 and from 6,200 to 7,600 at grade 6. Five hypothetically customized tests were constructed at each grade level by selecting five different General Survey Forms (sets of 20 piloted items) and substituting each set into a shelf test–the mathematics test of the Metropolitan Achievement Test, Sixth Edition (MAT6). This was done with the intention of creating the maximum difference between the difficulty of the shelf test and the customized New York test. Analysis of the effect on group and individual scores for the shelf test versus the customized test indicated that the differences occurred in a predictable direction. With the easiest items from the shelf test being removed and relatively difficult items substituted, the derived test was able to discriminate more at the high end of the MAT6 scale. Therefore, greater differences in scores for high scoring individuals were observed. The greatest changes in mean scaled scores were found in the problem solving subtest at both grade levels. (TJH)

ED 301 586 TM 012 460
Talaporos, Betsy And Others
The Process of Customization of the "Metropolitan Achievement Test" (MAT-6) in Mathematics for New York City Public School Students.
Pub Date—88
Note—12p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Difficulty Level, Elementary Education, Elementary School Mathematics, *Elementary School Students, *Mathematics Tests, *Norm Referenced Tests, Psychometrics, Public Schools, School Districts, *Test Construction, Testing Programs, Test Items, Test Reliability, Urban Education
Identifiers—Curriculum Based Assessment, *Metropolitan Achievement Tests, New York (New York Metropolitan Area), *Test Customization

In the spring of 1986, New York City began using the Metropolitan Achievement Test-6 (MAT-6) series to assess achievement in mathematics as part of a continuing end-of-year testing program. During the first two years of the program, appropriate levels of the shelf version of MAT-6 (Forms L and M) were administered to second through eighth graders. Since then, a customization process, described in this paper, has been undertaken due to concern expressed by teachers and district-level staff that the tests were not uniquely geared to assess the performance objectives specified in the New York City curriculum guides. For grades 2 through 8, approximately 200 new items were developed that clearly measured city curriculum objectives; approximately half of these items were taken from other tests that the MAT-6 publisher had available. The items were arranged on tryout sheets and piloted with student samples. The attempt to select tests that were perfect psychometric replicas of the shelf tests while also being perfect matches to the curriculum was not completely feasible. It also proved troublesome to determine difficulty levels for various items. Item selection is now completed, but equating techniques must be applied following the next spring's test administration. (TJH)

ED 301 587 TM 012 483
Archbald, Doug A. Newmann, Fred M.
Beyond Standardized Testing: Assessing Authentic Academic Achievement in the Secondary School.
National Association of Secondary School Principals, Reston, Va.; National Center on Effective Secondary Schools, Madison, WI.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88

Grant—OERI-G-008690007
Note—74p.
Pub Type— Reports - Evaluative (142) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, *Achievement Tests, *Educational Assessment, Educational Quality, *High School Students, Organizational Effectiveness, Secondary Education, *Standardized Tests, *Student Evaluation
Identifiers—Authenticity

This book was designed as an assessment of standardized testing and its alternatives at the secondary school level. More specifically, a framework for thinking systematically and creatively about assessment, a review of the uses and limitations of standardized tests of general achievement, and descriptions of several methods that may offer more helpful approaches to assessment are provided. All three specific components are grounded in a broad perspective that calls attention to the purposes of assessment, levels of assessment, and two critical issues (authenticity and multiple indicators). The nature of authentic academic achievement is discussed, and approaches to assessing authentic academic achievement are forwarded. Assessment of organizational academic quality is addressed, and implementation of assessment programs is reviewed. A discussion on the uses and limitations of standardized tests is appended. A 66-item list of references is included. (TJH)

ED 301 588 TM 012 523
Russell, Howard
SIMS Replications in Ontario.
Pub Date—[86]
Note—18p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algebra, Arithmetic, Boards of Education, *Curriculum Development, Data Collection, *Educational Change, Elementary Secondary Education, Foreign Countries, Geometry, *Mathematics Achievement, Mathematics Curriculum, Mathematics Tests, School Surveys, *Secondary School Mathematics, Secondary School Students, *Testing Programs
Identifiers—*Ontario, P Values, Research Replication, *Second International Mathematics Study

Replication of the Second International Mathematics Study (SIMS) in Ontario, Canada, is described and assessed. The curriculum and testing program covers numerical methods, geometry, and algebra. Whereas classical studies focused on mean scores of a system's students and on percentages of teachers for opportunity to learn (OTL), SIMS aggregates student scores as attained coverage indices and these indices are nothing more than classical p-values. The SIMS approach aggregates OTL data into implemented coverage indices that are grounded in the same test items as attained coverage indices or p-values. The SIMS methodology also involves an intended coverage, which in the past has been labelled the approved curriculum. Results from various school boards and regions–Halton, North York, Scarborough, York, Durham, Carleton, East Parry Sound, Grey, Peel, and Halton Roman Catholic School Board–are discussed. Focus is on data for Halton, York, and Carleton. In Ontario, a fundamental shift from a focus on individual student differences in total scores to a new focus on group proportions of success on particular items is currently well underway but is not yet complete. SIMS replications identify some of the realities of changes that are possible when the right sorts of data are gathered and analyzed at a level that is close to the school and school members. The second generation of SIMS replications is currently underway. Four data tables and a flowchart model for the cyclic renewal/revision of a mathematics curriculum are provided. (TJH)

ED 301 589 TM 012 526
Tollefson, Nona And Others
Teachers' Attributions for Students' Low Achievement: A Validation of Cooper and Good's Attributional Categories.
Pub Date—88
Note—17p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, 1988).
Pub Type— Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attribution Theory, Classroom Environment, Elementary Secondary Education, Graduate Students, Higher Education, *Low Achievement, Primary Education, Student Behavior, *Student Evaluation, Student Motivation, *Teacher Attitudes, Teaching Methods

Teacher's explanations for students' low achievement were reliably classified using the attributional coding system proposed by H. M. Cooper and T. L. Good (1983). Study subjects were 20 male and 24 female teachers enrolled in graduate classes at a midwestern university. All grade-level teaching assignments (primary school through college/university levels) were represented in the sample. Teachers completed a four-part structured questionnaire covering perceived reasons for poor work by students, methods of working with students and satisfaction with the instructional environment, expectations for students' future work, and feelings about students. Teachers most frequently attributed low achievement to a typical pattern of low effort. They viewed acquired student characteristics (i.e., poor work habits) as more important than either teacher variables or classroom variables in explaining students' low achievement. Implications of these attribution patterns for developing students' self-esteem are discussed. Three data tables conclude the document. (TJH)

ED 301 590 TM 012 527
Reynolds, Arthur J.
Social Environmental Conceptions of Male Homosexuality: A University Climate Analysis.
Pub Date—[85]
Note—30p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*College Environment, College Students, Comparative Analysis, Higher Education, *Homosexuality, Interpersonal Relationship, *Males, Predictor Variables, Self Esteem, *Sexual Identity, *Social Environment, Student Alienation, Student Attitudes, *Student College Relationship
Identifiers—*Homophobia

University climate differences were examined across paired samples of 32 male self-identified heterosexual and 32 male self-identified homosexual college students attending the University of Virginia. Data were collected during the winter and spring of the 1983-84 school year. Selected students completed a questionnaire packet addressing several areas of student life, such as university climate, self-esteem, alienation, and homophobia. The University Climate Scale, Alienation Scale, Bem Sex-Role Inventory, Rosenberg Self-Esteem Scale, and University Homophobia Scale were administered. It was hypothesized that: homosexual students would perceive measures of university climate more negatively than would heterosexual students, and sexual orientation would be the best predictor of university climate. Results indicate that homosexual students perceived measures of emotional support, intellectuality, change, and innovation significantly more negatively than did the heterosexual group. Sexual identity and isolation/estrangement were significant predictors of the composite climate measures, adaptability/nurturance, and social tradition. Results also indicate that the person-environment fit of homosexual students was dissonant. This lack of congruence is traced to social environmental dimensions of university life. In view of the increased hostility toward homosexuals since the onset of the acquired immune deficiency syndrome crisis, social climate feedback may be an effective means of monitoring homosexual reactions. Further development of social/interactive models of behavior is also recommended. A 36-item list of references and two data tables are provided. (Author/TJH)

ED 301 591 TM 012 533
Arias, Maria J.
Evaluating Limited English Proficient Students' Achievement: Does Curriculum Content in the Home Language Make a Difference?
Pub Date—Apr 88
Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, *Bilingual Education Programs, Curriculum Evaluation, Elementary School Curriculum, *Elementary School Students, Followup Studies, Grade 1, Grade 2, *Hispanic Americans, *Kindergarten Children, *Limited English Speaking, Longitudinal Studies, Pilot Projects, Primary Education, Spanish Speaking
Identifiers—Dade County Public Schools FL

This study followed longitudinal achievement data from Hispanic students with limited proficiency in English who participated in a pilot instructional program. The program involved bilingual curriculum content (BCC) in the home language and was initiated in the winter of 1983-84 and continued through the 1986-87 school year. Six elementary schools were randomly assigned to the BCC strategy and six were randomly assigned to the No-BCC strategy; all 12 were in the Dade County (Florida) Public School system. Two cohorts of Hispanic kindergartners beginning kindergarten in the winter and fall of 1984 were followed for 2 years (until the end of their respective second grade). A pretest-posttest comparison group design, using content achievement tests, was used. Achievement tests were administered in English and Spanish. A separate one-way analysis of covariance was conducted for each test. At the end of the second grade for students in the first cohort and first grade for students in the second cohort, there was no appreciable improvement in achievement for students in the BCC program. Students in the control curriculum scored no worse than did their BCC counterparts in achievement tests. The amount of time devoted to home language instruction should be increased, and the methodology and materials used in bilingual curriculum instruction should be examined. Descriptions of the five achievement tests used and three data tables conclude the document. (TJH)

ED 301 592 TM 012 535
Patience, Wayne Auchter, Joan
Establishing and Maintaining Score Scale Stability and Reading Reliability.
Pub Date—Apr 88
Note—40p.; Paper presented at the Annual Meeting of the National Testing Network in Writing (Minneapolis, MN, April 15-17, 1988).
Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Equivalency Tests, *Essay Tests, *Scoring, Secondary Education, Testing, *Test Reliability, *Writing Evaluation
Identifiers—*General Educational Development Tests, Reading Reliability, Score Stability, *Writing Skills Test

A central aim in any assessment program is to ensure fair and stable scoring from administration to administration. When administrations are decentralized, not only in location, but in frequency and in logistical configuration, it is imperative to construct training, certifying, and monitoring systems that provide continuity between the original application of scoring standards and the application of those standards from testing site to testing site and from test administration to test administration. The 1988 Tests of General Educational Development (GED Tests) include a direct measure of writing as part of the Writing Skills Test (WST). Two reliability concerns influenced the choice of methods used to incorporate an essay into the GED WST: (1) scale stability; and (2) reading reliability. Much of the GED Testing Service's research on the feasibility of including an essay focused on defining and maintaining an holistic score scale and methods of ensuring comparable reading reliability across scoring sessions and decentralized sites. Because these scores, along with those on the other four subject area tests in the battery, determine whether an examinee receives a high school equivalency credential, reliability of the WST is of major importance. Descriptions of the GED tests, the WST, and the scoring method and guide; a sample GED essay test; seven data tables; two graphs; and selected scoring formulas are appended. (Author/TJH)

ED 301 593 TM 012 580
Everson, Howard And Others
Test Anxiety and Skill Deficits: A Test of Two Competing Hypotheses.
Pub Date—87
Note—20p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Processes, *College Students, Higher Education, Hypothesis Testing, Mathematical Models, Mathematics Tests, *Minimum Competency

Testing, Prior Learning, Reading Tests, *Study Skills, *Test Anxiety, Test Wiseness
Identifiers—*Skill Deficits, Structural Equation Models

A study involving 103 male and 117 female students entering a major urban university assessed the interaction between test anxiety and skill deficits. The effects of prior achievement and test anxiety on performance on two competency exams were also examined. Instruments consisted of minimum competency tests for reading comprehension and mathematics and a self-report measure of test anxiety (the Test Anxiety Inventory). Two competing explanations of the role of test anxiety—cognitive interference and skill deficits—were examined using a structural equation model. The interference hypothesis assumes that anxiety interferes with cognitive processing during testing, while the deficit hypothesis suggests that poor performance of test-anxious examinees is attributable to skill deficits and/or an interaction between test anxiety and skill deficits. Prior achievement, test anxiety, and their interaction were represented in a structural equation model as causal influences on test performance. Results suggest that test anxiety (i.e., worrying) and skill (as evidenced in prior academic achievement) contribute to performance and that these effects differ across tests. The interaction term did not add significantly to the explanation of performance. Findings are discussed in terms of their implications for test anxiety theory and competency testing. Three data tables and two figures conclude the document. (Author/TJH)

ED 301 594 TM 012 581
Scott, Randall L. And Others
Bootstrap Factor Analysis: Description and an Illustrative Example.
Pub Date—Nov 88
Note—26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Construct Validity, *Disabilities, Ecological Factors, *Factor Analysis, Family Problems, High Risk Persons, Parent Attitudes, *Parent Child Relationship, Parents, Preschool Children, Preschool Education, *Psychometrics, *Stress Variables, Test Validity
Identifiers—Bootstrap Hypothesis, *Questionnaire on Resources and Stress

The psychometric integrity of a measure of ecological stress in families with children who are handicapped was investigated using bootstrap factor analytic logic and the FACSTRAP program. The instrument is known as the Questionnaire on Resources and Stress-Friedrich short form. Subjects included both parents (N=132) in each of 66 intact families. The mean number of children in the families was 1.9, and the average age of the 66 target preschoolers was 24 months. Half of the families included children with handicaps who were enrolled in early childhood intervention programs due to conditions that either put them at established risk or high risk for a handicapping condition. Three series of 100 factor analyses of random samples of different configurations of the subjects (100, 200, and 600) were conducted. The results generally suggest that the questionnaire is valid. Factor structures were fairly comparable across bootstrap analyses. Four scales appear to be latent within the questionnaire response data. Most of the items appear to have been correctly identified as being associated with expected scales. Five data tables conclude the document. (TJH)

ED 301 595 TM 012 582
Thompson, Bruce
Common Methodology Mistakes in Dissertations: Improving Dissertation Quality.
Pub Date—Nov 88
Note—63p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 8-11, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Chi Square, *Doctoral Dissertations, *Educational Research, Higher Education, *Misconceptions, Multivariate Analysis, Psychometrics, *Research Methodology, Research Problems, Scholarship, *Statistical Analysis, Statistical Significance
Identifiers—Covariance Structural Analysis, Stepwise Regression

Dissertations are the cumulative, tangible "best evidence" of interests of doctoral faculty and students in serious and incisive scholarship. Thus, dissertations are thoroughly studied by the program review teams periodically hired by boards of higher education in most states. The present paper explores seven errors in quantitative analysis in both published literature and dissertations. They are associated with beliefs concerning statistical significance testing, multivariate statistics, chi-square analysis, covariance statistical corrections, stepwise analytic methods, the psychometric integrity of instrumentation, and presentation of statistically nonsensical or impossible results. The errors are described using references to works by other authors and small hypothetical data sets to illustrate problems. Concrete examples of the errors as they occur in dissertations are cited to make clear that the errors are not hypothetical. Ten dissertations, completed since January of 1985, are cited as examples, although pseudonyms are used. These common methodological errors in dissertations may reflect poor training in research. A 76-item list of references, 14 data tables, and three figures are provided. A bibliography of the 89 dissertations from which examples are taken are appended. (TJH)

ED 301 596 TM 012 583
Eason, Sandra Thompson, Bruce
The Effect of Persuasion on the Perception of Program Evaluation Information.
Pub Date—Oct 88
Note—36p.; Paper presented at the Annual Meeting of the American Evaluation Association (New Orleans, LA, October 26-29, 1988).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrator Attitudes, Administrators, *Credibility, *Educational Assessment, *Evaluation Problems, Evaluation Utilization, Evaluators, Persuasive Discourse, *Program Evaluation
Identifiers—*Evaluation Reports

The viability of persuasion theory as a framework for the assessment of program evaluation utilization was assessed. Independent variables studied included credibility, involvement, and role groups. More specifically, the research was designed to address three questions concerning: (1) the occurrence of peripheral involvement persuasive effects regardless of the impact of the evaluation report on its readers; (2) the occurrence of evaluator peripheral credibility cue effects independently of involvement effects; and (3) the differential sensitivity of high-level administrators and licensed evaluators to peripheral cue information. Subjects included 20 administrators working with local educational agencies in Louisiana and 51 program evaluators. The subjects' responses to simulated evaluation reports and questionnaires were assessed. Results indicate that evaluator credibility is perceived by report readers and that these perceptions may even affect counterargumentation. Furthermore, counterargument may lead to inaction or delay even when dealing with favorably received recommendations. The findings also indicate that issue-involvement intervention did not directly affect the perception of involvement; attitude change is a function of the extent and direction of cognitive responses; and program evaluators and high-level administrators are more similar than dissimilar in their perceptions of evaluation information. (TJH)

ED 301 597 TM 012 587
Kapes, Jerome T., Ed. Mastie, Marjorie Moran, Ed.
A Counselor's Guide to Career Assessment Instruments. Second Edition.
American Association for Counseling and Development, Alexandria, VA.
Report No.—ISBN-1-55620-50-1
Pub Date—88
Note—363p.
Available from—American Association for Counseling and Development, 5999 Stevenson Ave., Alexandria, VA 22041 ($25.00; order 72212 hardcover-ISBN-1-55620-040-4; order 72204 paper cover-ISBN-1-55620-050-1).
Pub Type— Collected Works - General (020) — Guides - Non-Classroom (055) — Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors—Aptitude Tests, *Career Counseling, *Counselor Role, Elementary Secondary Education, Higher Education, Interest Inventories, Personality Measures, Psychometrics, *School Counselors, Vocational Maturity, Work Attitudes
Identifiers—*Career Assessment Instruments

A collection of 50 articles comprising guidelines for use of career assessment instruments by school counselors is provided. Topics addressed include: the nature of the guide, the counselor's role in career assessment, selection of career assessment instruments, interpretation of psychometric instruments in career counseling, and testing competencies and responsibilities for counselors. In addition, the guide provides descriptions and reviews of 43 major career assessment instruments. Types of instruments described and reviewed include multiple aptitude batteries, interest inventories, measures of work values, career development/maturity instruments, combined assessment programs, personality measures, and instruments for special populations. Sources of information about tests and testing, addresses of selected publishers, and a user's matrix are appended. (TJH)

ED 301 598 TM 012 590
Love, Gayle A.
The Myth of the Correction for Guessing Formulas with Feasible Alternatives Suggested.
Pub Date—87
Note—19p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Guessing (Tests), *Scoring Formulas, Self Esteem, Teacher Made Tests, Test Construction, *Test Wiseness
Identifiers—*Correction for Guessing, *Test Instructions

In a review of relevant literature, it is argued that correction for guessing formulas should not be used. It is contended that such formulas correct for guessing that does not really exist in a noticeable amount, penalize those students who have low self-esteem and self-confidence, correct for errors that are not necessarily errors, benefit risk takers, lower validity, and disregard the benefits of partial knowledge. An improved strategy would be to teach students test-wiseness skills, eliminating a source of error, so that students would know how to take tests correctly. More specifically, students need to learn test-wiseness skills so they can budget their time, avoid making unnecessary errors, correctly use their partial knowledge to their best advantage, and identify test-constructor errors; thus, eliminating the bias placed on those students who do not pick up these test-taking skills naturally. To this end, teachers must be taught test-wiseness skills, improve their tests and test instructions, and learn which errors to avoid when writing their tests. (Author/TJH)

ED 301 599 TM 012 592
Lum, John B.
K-12 Standardized Achievement and Aptitude Testing: The End Users.
Pub Date—Apr 87
Note—13p.; Testimony presented at the Annual Conference of the National Association of Asian and Pacific American Education (9th, Honolulu, HI, April 11, 1987).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Aptitude Tests, Asian Americans, *Educational Policy, Elementary School Students, Elementary Secondary Education, Longitudinal Studies, Pacific Americans, Parents, Public Policy, Scoring, Secondary School Students, *Standardized Tests, Test Interpretation, *Test Results, *Users (Information)

Public policy and measurement community issues related to the use of standardized achievement tests for students in kindergarten through grade 12 are discussed, focusing on students and parents as the end-users of test data. The viewpoints expressed are based on 18 years of experience with test score interpretation. It is suggested that technical policy decisions be made to: follow the same groups of tested students over time, rather than simply comparing one group with other similar groups of different years; use a scoring system that allows lay persons to see real measurement of their children's tests and progress over time; and develop, use, and deliver to students and their parents a quasi-official form explaining test results and their significance. In addition, an extensive effort needs to be made to provide for the breakout of scores of Asian and Pacific American students, and the rights of test-takers as consumers should be addressed via standards.

(TJH)

ED 301 600 TM 012 600
Lang, William Steve And Others
Analysis of the Effects of the Computer Enhanced Classroom on the Achievement of Remedial High School Math Students.
American Educational Research Association, Washington, D.C.
Pub Date—Mar 87
Note—25p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, Classroom Techniques, *Computer Assisted Instruction, *Educational Assessment, *Instructional Effectiveness, *Mathematics Achievement, *Remedial Mathematics, Secondary Education, Secondary School Mathematics, *Secondary School Students, Test Bias, Test Validity, White Students
Identifiers—Comprehensive Tests of Basic Skills, Gain Scores, *Governors Remediation Initiative, Normal Curve Equivalent Scores
The effects of the use of computer-enhanced instruction with remedial students were assessed, using 4,293 ninth through twelfth graders–3,308 Black, 957 White, and 28 Other–involved in the Governor's Remediation Initiative (GRI) in Georgia. Data sources included the Comprehensive Tests of Basic Skills (CTBS), a data collection form developed for the study, and scores from tests accompanying each module of the computer-enhanced curriculum. Data were analyzed using the Statistical Package for the Social Sciences (1984). Analyses of variance were conducted on selected variables. The computer-based instruction used was found to be effective and showed superiority to traditional classroom instruction for the remedial students in the program. All comparisons showed significant gains on the CTBS, with the exception of the tenth-grade gain for subtest concepts and applications. The average gain for all students on total math was 4.772 normal curve equivalents. The magnitude of progress is still in question as the CTBS gain scores may not be representative of the math curriculum and the module unit tests are not norm referenced. GRI administrators need to reexamine in-depth the use of classroom aides, evaluate the module test items for sex bias, check the program screening process for racial bias, assess student gains for various racial categories, and assess any standardized assessment instrument used for evaluation of the project for criterion-related validity before use. Ten tables are provided. Lists of software and primary instructional materials, and the GRI Math Lab Data Collection Score Report and Demographics Forms for 1986 are appended. (TJH)

ED 301 601 TM 012 607
Plake, Barbara S., Ed. Witt, Joseph C., Ed.
The Future of Testing. Buros-Nebraska Symposium on Measurement and Testing (2nd, Lincoln, Nebraska, October 1984). Volume 2.
Report No.—ISBN-0-89859-589-4
Pub Date—86
Note—305p.; For related documents, see TM 012 608-609.
Available from—Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 ($39.95).
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142) — Books (010)
Document Not Available from EDRS.
Descriptors—Achievement Tests, Certification, Computer Assisted Testing, Diagnostic Tests, Elementary Secondary Education, Evaluation Methods, Higher Education, Interest Inventories, Licensing Examinations (Professions), *Measurement Techniques, Minimum Competency Testing, *Psychometrics, Test Construction, *Testing, Test Use
Identifiers—Neuropsychology, Work Tests
An introduction by Barbara S. Plake and Joseph C. Witt defines the task of this book as presenting nine conference papers discussing probable directions for the field of measurement and testing. In an effort to contribute to the improvement of test construction and test usage, areas of present concern and potentially important areas for the future are discussed. Under the heading "Theoretical and Methodological Directions" are: (1) "Testing Old, Testing New: Schoolboy Psychology and the Allocation of Intellectual Resources" (Gene V. Glass); and (2) "Computer Technology in Testing" (Gale H. Roid). Under "Educational and Academic/Professional Directions" are: (3) "Future Directions for Educational Achievement and Ability Testing" (Nancy S. Cole); (4) "Minimum Competency Testing: Status and Potential" (Ronald A. Berk); and (5) "The Future of Testing for Licensure and Certification Examinations" (Michael T. Kane). Under "Clinical, Counseling, and Organizational Directions" are: (6) "The Future of Clinical Assessment" (Jay Ziskin); (7) "Perspectives on the Future of Neuropsychological Assessment" (Raymond S. Dean); (8) "New Directions for Interest Testing" (John L. Holland); and (9) "Needed Directions for Measurement in Work Settings" (Mary L. Tenopyr). (SLD)

ED 301 602 TM 012 608
Ronning, Royce R., Ed. And Others
The Influence of Cognitive Psychology on Testing. Buros-Nebraska Symposium on Measurement and Testing (3rd, Lincoln, Nebraska, 1985). Volume 3.
Report No.—ISBN-0-89859-898-2
Pub Date—87
Note—301p.; For related documents, see TM 012 607-609.
Available from—Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 ($39.95).
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142) — Books (010)
Document Not Available from EDRS.
Descriptors—Ability Identification, Academic Ability, Achievement Tests, Cognitive Processes, *Cognitive Psychology, Elementary Secondary Education, Factor Analysis, Higher Education, Intelligence Tests, *Measurement Techniques, Multidimensional Scaling, *Psychometrics, Test Construction, *Testing, Test Validity
The 1985 Buros-Nebraska Symposium was devoted to the broad issue of the influence of cognitive psychology on testing and measurement. The (1) "Introduction: The Implications of Cognitive Psychology for Testing" (Royce R. Ronning et. al.) lists four major issues addressed by the symposium–cognitive psychology as a basis for questioning some assumptions about the nature of mental abilities, the influence of cognitive psychology on test development, cognitive psychology's influences on test validity, and cognitive psychology as a means of linking testing and measurement. Under the heading "The Cognitive-Psychometric Connection" are: (2) "Science, Technology, and Intelligence" (Earl Hunt); (3) "Toward a Cognitive Theory for the Measurement of Achievement" (Robert Glaser et. al.); and (4) "The "g" beyond Factor Analysis" (Arthur R. Jensen). Under "Cognitive Approaches to Psychometric Issues: Application" are: (5) "The Assessment of Cognitive Factors in Academic Abilities" (Stephen L. Benton and Kenneth A. Kiewra); and (6) "Theoretical Implications from Protocol Analysis on Testing and Measurement" (K. Anders Ericsson). Under "Methodological Issues" are: (7) "Structure and Process in Cognitive Psychology Using Multidimensional Scaling and Related Techniques" (Edward J. Shoben and Brian H. Ross); and (8) "New Perspectives in the Analysis of Abilities" (John B. Carroll). (SLD)

ED 301 603 TM 012 609
Plake, Barbara S., Ed.
Social and Technical Issues in Testing: Implications for Test Construction and Usage. Buros-Nebraska Symposium on Measurement and Testing (1st, Lincoln, Nebraska, 1983). Volume 1.
Report No.—ISBN-0-89859-299-2
Pub Date—84
Note—180p.; For related documents, see TM 012 607-608.
Available from—Lawrence Erlbaum Associates, Inc., 365 Broadway, Hillsdale, NJ 07642 ($24.95).
Pub Type— Collected Works - Proceedings (021) — Reports - Evaluative (142) — Books (010)
Document Not Available from EDRS.
Descriptors—Academic Achievement, *Achievement Tests, Aptitude Tests, Cognitive Psychology, Cognitive Structures, Decision Making, Elementary Secondary Education, Higher Education, *Psychometrics, *Social Influences, *Test Construction, Test Items, Test Theory, Test Use, Test Validity
Identifiers—Technical Adequacy (Tests), Validity Research
An introduction by Barbara S. Plake emphasizes that this volume investigates social and technical influences on test development and usage. Essential preliminary information on how tests can be used and may be interpreted is presented. Under the heading "Social and Technical Influences" are: (1) "Struggles and Possibilities: The Use of Tests in Decision Making" (Ellis Batten Page); (2) "What Cognitive Psychology Can (and Cannot) Do for Test Development" (Robert J. Sternberg); (3) "The Status of Test Validation Research" (Lyle F. Schoenfeldt); (4) "Social and Legal Influences on Test Development and Usage" (Donald N. Bersoff); and (5) "Testing and the Oscar Buros Lament: From Knowledge to Implementation to Use" (James V. Mitchell, Jr.). Under "Influences on Aptitude and Achievement Test Development and Usage" are: (6) "Aptitude and Achievement Tests: The Curious Case of the Indestructible Strawperson" (Anne Anastasi); (7) "Achievement Test Items: Current Issues" (Robert L. Ebel); and (8) "Abilities and Knowledge in Educational Achievement Testing: The Assessment of Dynamic Cognitive Structures" (Samuel Messick). (SLD)

ED 301 604 TM 012 611
Wilkinson, Cheryl Yelich Holtzman, Wayne H., Jr.
Relationships among Language Proficiency, Language of Test Administration and Special Education Eligibility for Bilingual Hispanic Students with Suspected Learning Disabilities.
Pub Date—Apr 88
Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Achievement Tests, Bilingual Education, *Bilingual Students, Diagnostic Tests, Elementary Education, Eligibility, English, *Hispanic Americans, Intelligence Tests, Language Dominance, *Language Proficiency, Language Tests, *Learning Disabilities, Limited English Speaking, Spanish Speaking, *Special Education, Test Bias, *Testing
The relationship between the relative language proficiencies of bilingual children and their scores on tests administered in one or both languages was studied in students referred to special education because of suspected learning disabilities. Bilingual Hispanic students (25 males and 15 females) in grades 2 through 4 from an urban school district, who had been referred to special education and were considered as limited English proficient, were assessed using intelligence and achievement tests in English and Spanish. Only a moderate relationship was found between language proficiency and IQ and achievement test scores. Most test means did not differ for Spanish- and English-dominant children. Most of the children demonstrated fairly equal proficiency in both languages. Stronger relationships might have been obtained for children whose proficiency in one language much exceeded their proficiency in the other. The effect of the language of test administration on IQ scores was difficult to assess. However, between 9% and 17% of the group qualified for learning-disabled services on the basis of English (but not Spanish) scores; thus, underscoring the need to consider native language assessment for all bilingual children. Twelve data tables and one graph conclude the document. (SLD)

ED 301 605 TM 870 770
Sebring, Penny And Others
High School and Beyond 1980 Sophomore Cohort Third Follow-Up (1986). Data File User's Manual, Volumes I and II.
National Opinion Research Center, Chicago, Ill.
Spons Agency—Center for Education Statistics (OERI/ED), Washington, DC.
Report No.—CS-87-401m
Pub Date—Oct 87
Contract—300-84-0169
Note—995p.; Some pages contain small print.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF07/PC40 Plus Postage.
Descriptors—*Attitude Measures, *Biographical Investories, Data Collection, Data Processing, Educational Research, Evaluation Methods, Followup Studies, Graduates, Graduate Surveys, High Schools, *Measures (Individuals), *Questionnaires, Statistical Analysis, *Surveys, Vocational Followup, Young Adults
Identifiers—*High School and Beyond (NCES), National Center for Education Statistics
This manual, which includes Volume I and Volume II, was produced to familiarize data users and others with the procedures followed for data collec-

tion and processing of the High School and Beyond (HS&B) base year through third follow-up surveys, and to provide necessary documentation for use of the data files. Volume I, chapter 1 begins with the history and background of the study. Chapter 2 contains a description of the survey questionnaires and other forms and procedures used to collect data for the HS&B 1980 senior cohort. The sample designs for the base year and follow-up surveys are discussed in chapter 3. Data collection, procedures, schedules, and results are presented in chapter 4. Chapter 5 describes data control and preparation activities such as monitoring receipt of questionnaires, editing and coding and fail-edit call-backs to respondents. Data processing, including the conversion of questionnaire to data machine readable form, machine editing, and construction of the merged, clean data tapes is the subject of chapter 6. Finally, chapter 7 describes the organization and contents of the data files and gives important suggestions for using them. The appendices include codes used for occupation and industry, schools attended, fields of study, occupations and industries; the data layout; composite variables; and guidelines for SAS users. The last segment of the manual is the codebook for the data, from base year through third follow-up. Volume II contains copies of the survey instruments used to gather data for the HS&B 1980 Sophomore Cohort, including the following: (1) Base Year Student Identification Pages; (2) 1980 Sophomore Cohort First Follow-Up Questionnaire; (3) 1980 Sophomore Cohort (Not Currently in High School) First Follow-Up Questionnaire; (4) Early Graduation Supplement to First Follow-Up Questionnaire; (5) 1980 Sophomore Cohort Second Follow-Up Questionnaire; and (6) Third Follow-Up Questionnaire. (AA)

UD

ED 301 606 UD 025 294

Hispanics in Massachusetts: A Demographic Analysis.

Massachusetts Commission on Hispanic Affairs, Boston.

Pub Date—Aug 86

Note—59p.

Available from—Massachusetts Commission on Hispanic Affairs, State House, Room 185, Boston, MA 02133.

Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Adult Education, Adults, Bilingual Education Programs, Compensatory Education, Day Care, *Demography, *Educational Needs, Employment Patterns, Ethnic Groups, Family Problems, Health Needs, *Hispanic Americans, Human Services, Job Training, One Parent Family, *Policy Formation, Political Attitudes, Political Power, *Population Trends, Public Policy, Remedial Programs, Statistical Analysis, Urban Problems

Identifiers—Feminization of Poverty, *Massachusetts

This demographic analysis of the Hispanic community in Massachusetts provides human service and community development organizations, as well as government officials, with program planning and policy formation information. Findings about population trends in the Hispanic community are that Hispanics are the fastest growing group in the American population and their growth in Massachusetts is nearly twice the national rate. Given the size and growth of this population, it is important to systematically gather information and develop mechanisms for planning and policy development. Demographic characteristics include the following: (1) preponderance of families with young children and headed by women; (2) low educational attainment; (3) substandard housing; (4) Spanish speaking; (5) low voter registration; (6) residentially stable; (7) high unemployment rate; (8) employment in low-wage positions and unstable industries; and (9) constitute a poor working class with majority below poverty level; and (10) low political participation. Needs include the following: (1) health and day care services; (2) compensatory education and training programs; (3) affordable housing; (4) bilingual and English-as-a-Second-Language (ESL) programs; (5) voter registration; (6) vocational training; (7) additional research on employment patterns; (8) availability and use of human service programs; (9) political participation. Statistical data are included on 20 charts and graphs. Details of the data analysis are discussed in the appendices. (FMW)

ED 301 607 UD 026 114

Asuncion-Lande, Nobleza C.

Developing a Unit of Intercultural Communication for a Bilingual Education Program.

Pub Date—9 Apr 88

Note—20p.; Paper presented at the Annual Conference of the National Association for Asian and Pacific American Education (Denver, CO, April 7-9, 1988).

Pub Type— Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education Programs, Communication Skills, Course Descriptions, *Cultural Awareness, Cultural Differences, Cultural Images, Culture Conflict, Elementary Secondary Education, *Intercultural Communication, Lesson Plans, *Multicultural Education

Identifiers—Transactional Theory

This report outlines a presentation on intercultural communication. Topics include the following: (1) definition; (2) components; (3) importance; (4) outcomes; and (5) underlying principles. Three lessons on communication theory, cultural perspectives in communication, and world view are included. The objectives of Lesson 1, "Communication Models and Principles," are the following: (1) describe the general process of human communication; (2) identify the basic elements of communication; and (3) explain some basic principles and models of communication. Models discussed include Berlo's "Source-Message-Channel-Receiver" model; Barnlund's "Transactional" model; Newcomb's "co-orientation" model; and Shannon and Weaver's "information theory" model. The objectives of Lesson 2, "Cultural Perspectives in Communication," are the following: (1) define culture; (2) identify culture's basic features; and (3) describe how culture is acquired and transmitted. The objectives of Lesson 3, "Perception and Culture: World View," are the following: (1) understand the nature and role of perception in intercultural communication; (2) discuss the relationship between perception and culture; and (3) explain the relationship between stereotypes, prejudice, and intercultural contacts. Each lesson includes a brief list of suggested readings, and a "Skills Section" in which the student must apply the concepts discussed. (FMW)

ED 301 608 UD 026 418

Haus, Amy, Ed.

Working with Homeless People: A Guide for Staff and Volunteers. Revised.

Columbia Univ., Community Services, New York, NY.

Spons Agency—New York State Dept. of Social Services, Albany.

Pub Date—Jun 88

Note—125p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Advocacy, Alcoholism, Conflict Resolution, Drug Abuse, Economically Disadvantaged, Family (Sociological Unit), *Health Needs, *Homeless People, *Housing Needs, Individual Needs, Mental Disorders, *Poverty, Social Services, Social Workers, Urban Problems, *Volunteers, Volunteer Training, *Welfare Services

Identifiers—Access to Health Care, New York (New York Metropolitan Area), *Shelters, Social Entitlements

The ad hoc network of shelters and related services that has been developed in an effort to meet the most critical needs of the homeless population is staffed by a wide spectrum of professionals and volunteers. Many of these individuals lack easy access to information, training, or resource materials to help them with their social services work. This handbook presents basic information and procedures to work effectively with homeless people. The primary audience for the book is the volunteers and staff who serve in private shelters and programs throughout the New York metropolitan area. Issues in the following areas are discussed: (1) working with homeless people; (2) homeless families; (3) mental illness among homeless people; (4) alcoholism and substance abuse; (5) health care; (6) preventing and managing conflict; (7) advocacy; (8) entitlements; and (9) shelter admission. Illustrations accompany the text. A short bibliography of additional resources is included. (BJV)

ED 301 609 UD 026 439

Taeuber, Karl

Residence and Race: 1619 to 2019. CDE Working Paper 88-19.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Pub Date—88

Note—54p.; Revision of an essay prepared for the Annual Colloquium on Ethnicity and Public Policy (8th, Green Bay, WI, May 8-9, 1987).

Pub Type— Historical Materials (060) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Blacks, Civil Rights, Colonial History (United States), Futures (of Society), Government Role, Housing Needs, *Longitudinal Studies, Modern History, *Neighborhood Integration, *Racial Segregation, *Residential Patterns, Slavery, *United States History, Whites

In the United states, late in the twentieth century, racial separation prevails in family life, playgrounds, churches, and local community activities. Segregation of housing is a key mechanism for maintaining the subordinate status of blacks. Housing policies and practices have been a leading cause of the nation's decaying central cities and fractured metropolitan communities. This essay discusses the development of racially segregated housing patterns and the nation's limited efforts to achieve open access to quality housing. Starting from the beginnings of black immigration in 1619, the paper sketches housing patterns during the slave years, and reviews the slow pace of change during the first half-century after Emancipation. Black migration accelerated in the years surrounding World War I, and Jim Crow came north in the form of tactics to create and sustain racial residential segregation. During the civil rights era, here identified as 1941-88, efforts to change the segregated character of housing have been few and weak. Opportunity exists for public programs to increase the availability of integrated residential life for all Americans in the future, and thus to transform the race and residence patterns that will prevail in the twenty-first century. Footnotes are included. (Author/BJV)

ED 301 610 UD 026 477

Grannis, Joseph And Others

Evaluation of the New York City Dropout Prevention Initiative: Interim Report for Year Two.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Pub Date—14 Sep 87

Note—207p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Dropout Prevention, *Dropout Programs, Dropout Rate, Dropouts, *High Risk Students, *High Schools, *Middle Schools, Program Evaluation, Program Implementation, Secondary Education, *Urban Schools

Identifiers—*New York (New York)

This interim report examines the second-year implementation of dropout prevention programs in the 42 public schools that are part of the New York Dropout Prevention Initiative (NYDPI). Evaluators employed both qualitative and quantitative methodologies in gathering data on the 29 middle school and 13 high school program sites, and on the background characteristics and outcomes of the students participating in the program. The Appendix provides a broad outline of the primary research activities of the evaluation. Major findings include the following: (1) implementation reached a stage of routine activity for most of the components at most of the sites by May 1987; (2) the key variable in successful implementation was the quality of program staff, especially of the facilitator and the site supervisor; (3) preliminary analysis of Middle School Monthly Summary of Service Reports (MSSR) reveals differences in the interpretation of what constitutes a school-student conference or an individual guidance session, and substantial differences from one middle school to another in the frequencies of services reported; and (4) analysis of dropouts from the 1985-86 programs found no meaningful school-to-school difference in dropout rates for middle schools, but some high schools had higher dropout rates than others. Statistical data are included on 17 graphs and 16 tables. (FMW)

ED 301 611 UD 026 484

Brazil, Robert D.

The Engineering of the Paideia Proposal: The First Year, 1984-85.

Pub Date—88
Note—164p.
Available from—School Design Group, 1018 W. White Street, Champaign, IL 61821 ($8.95 plus $1.05 postage and handling).
Pub Type— Reports - Descriptive (141) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, *Core Curriculum, Curriculum Design, Curriculum Development, Educational Change, Elementary Secondary Education, High School Students, Instructional Innovation, *Integrated Curriculum, Lecture Method, Liberal Arts, Program Descriptions, *Secondary School Curriculum, *Seminars, Teacher Workshops, Urban Schools
Identifiers—Chicago Public Schools IL, *Paideia Proposal, *Socratic Method
The Paideia Program is an integrated liberal arts curriculum implemented in elementary and secondary Chicago, Illinois, public schools. This report highlights its operation in Sullivan High School. Program components include the following: (1) didactic teaching; (2) coaching; and (3) Socratic questioning of guided discussion. Students must acquire a core of general knowledge, as well as develop fundamental skills. This report, covering 1984-85, the first year of the program's operation, is divided into seven chapters. Chapter 1 comprises the following: (1) The Engineering of the Paedia Proposal; and (2) The Philosophy and Objectives of Sullivan High School. Chapter 2 comprises the following: (1) Faculty Selection and Re-education; (2) Student Selection; (3) Programming; (4) The All-School Seminar; and (5) The All-School Assembly. Chapter 3 comprises the following: (1) Classroom, Coaching and Community; (2) Classroom Visitation; (3) Coaching–Group Guidance; and (4) Parent-Community Involvement. Chapters 4 and 5 comprise Program Evaluation and Summary and Recommendations respectively. Chapter 6 consists of The Paideia Diary–The Administrative Notebook. Chapter 7, the Appendix, comprises the following: (1) Bibliography; (2) Principal Operants; (3) The Carnegie Grant Proposal; (4) The Chicago Summer Institute; (5) the program evaluation report, including the Student Attitude toward Reading survey; the Student Opinion Questionnaire; the Teacher Orientation Questionnaire; and the Paideia Program Year-End Report. Statistical data are included on 22 tables. Ten charts are also included. (FMW)

ED 301 612 UD 026 490
The Way Out: Test Score Patterns and Reading in Boston Public Schools. Status Report.
Massachusetts Advocacy Center, Boston.
Pub Date—Sep 88
Note—22p.; Figures and tables contain small print.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Asian Americans, Black Students, Elementary Secondary Education, Equal Education, Hispanic Americans, Minority Group Children, Norm Referenced Tests, *Racial Differences, *Reading Achievement, Reading Tests, *Scores, *Standardized Tests, *Test Use, White Students
Identifiers—*Boston Public Schools MA, *Metropolitan Achievement Tests
The Metropolitan Achievement Test scores for Boston, Massachusetts, have improved from 1987 to 1988, with scores for 8 grades matching or exceeding the 50th percentile as established in 1986. Reading scores improved over the previous year in seven grades. Yet this "good news" provides little information about real reading skills or achievement patterns of students in the Boston Public Schools. Closer analysis of Boston's reading test scores suggests the following: (1) differences in scores between White students and those of Black, Hispanic and Asian students increase as students progress from one year to the next; (2) wide differences in scores between White, Black, and Hispanic students grew even wider between 1987 and 1988; (3) the longer Black, Asian, and Hispanic students remain in the Boston Public Schools, the higher their chances of scoring in the bottom 40th percentile on Metropolitan reading tests; (4) Boston is seriously misusing test score data for policy purposes, particularly in ranking schools; (5) remediation efforts are little more than test preparation classes–the resulting rise in test scores is achieved at significant cost, both in financial terms and in terms of time robbed from real reading instruction; and (6) current reporting of test scores provides no information about what really happens to individual students over time, suggesting that the data is used primarily for public relations purposes, not for identifying the needs of individual students. Recommendations are offered. Data are presented on seven tables and figures. Notes are included. (BJV)

ED 301 613 UD 026 493
Guidelines for Mini-Grants: Child Nutrition, E.C.I.A. Chapter 1, E.C.I.A. Chapter 2, Exceptional Children, JTPA, Migrant Education.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Life Sciences.
Pub Date—88
Note—46p.; For the 1987 guidelines, see ED 292 905. Portions printed on colored paper.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Compensatory Education, Educational Finance, Elementary Secondary Education, Exceptional Persons, Federal Aid, *Grants, *Grantsmanship, Guides, Job Training, Migrant Programs, Nutrition, Preschool Education, *Program Proposals, *Proposal Writing, Supplementary Education, *Validated Programs
Identifiers—Child Nutrition Programs, Education Consolidation Improvement Act Chapter 1, Education Consolidation Improvement Act Chapter 2, Exceptional Child Education Resources, Job Training Partnership Act 1982, *National Diffusion Network, North Carolina
Competitive mini-grants are available to local education agencies in North Carolina for the implementation of nationally validated programs from the National Diffusion Network (NDN) in the following areas: (1) Child Nutrition; (2) Education Consolidation and Improvement Act (ECIA) Chapter 1; (3) Education Consolidation and Improvement Act (ECIA) Chapter 2; (4) Exceptional Children; (5) Job Training Partnership Act (JTPA); and (6) Migrant Education. Grants implemented during 1987-88 proved to be a cost-effective way to use limited Federal funds and produce beneficial results for teachers and students. Selection of grant recipients will be on the basis of competitive project proposals which must be received no later than October 26, 1988. Both individual and joint proposals will be considered. The funding period will be December 2, 1988 through June 30, 1989. This manual includes the following: (1) guidelines for submitting proposals in each area; (2) forms to be completed; and (3) sample proposals. Each section is color-coded for easy location. (FMW)

ED 301 614 UD 026 515
Tuley, Sandra
Schools for All Children: Recommendations for Including Kentucky's Poor and Minority Children in School Reform.
Kentucky Youth Advocates, Inc., Louisville.
Pub Date—Jun 88
Note—70p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Ability Grouping, Accountability, Black Students, Classroom Techniques, Data Collection, Discipline, *Educational Change, Educational Environment, *Educational Improvement, Educationally Disadvantaged, Elementary School Students, Elementary Secondary Education, *Equal Education, Information Needs, *Low Income Groups, *Minority Group Children, Parent Participation, Poverty, Public Schools, School Districts, Secondary School Students, State Government, *State School District Relationship, Track System (Education)
Identifiers—*Kentucky
Restructuring of Kentucky's public schools is required if poor and minority children are to be included in school reform. The responsibility for creating schools that serve all children falls to both the state and local school districts. A state level initiative must be combined with local district effort. This report provides recommendations for correcting the problems faced by poor and minority students that were identified and discussed in three previous studies. Major recommendations include the following: (1) schools must improve the connection between the home and school environments; (2) schools must adopt a philosophy that all children can learn, that schools can serve all children, and that public schools are responsible for educating all children; (3) state government should require local schools to collect and report information to determine the quality of education provided poor and minority children; (4) tracking and ability grouping must be eliminated; (5) authoritarian school discipline, such as corporal punishment and suspension, must be eliminated; and (6) it is the state's right and responsibility to require accountability of local school districts to ensure that public funds are used to provide quality education. A bibliography is included. The appendices include the following: (1) a list of Resources for Alternatives to Tracking and Rigid Ability Grouping; (2) a list of Resources for Disciplinary Alternatives; and (3) a copy of Kentucky's Annual Performance Report for Local School Districts. (FMW)

ED 301 615 UD 026 517
A Status Report on Children in America's Cities: A 52-City Survey.
United States Conference of City Human Services Officials, Washington, DC.; United States Conference of Mayors, Washington, D. C.
Spons Agency—Foundation for Child Development, New York, N.Y.
Pub Date—Oct 88
Note—95p.
Available from—Elynor Humber, The U.S. Conference of Mayors, 1620 Eye Street, N.W., Washington, DC 20006 ($10.00).
Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adolescents, Children, *Child Welfare, *City Government, City Officials, Disadvantaged Youth, Dropout Prevention, Early Childhood Education, Elementary Secondary Education, Infants, Low Income Groups, Minority Group Children, Neonates, Poverty, Pregnancy, Preschool Education, Public Agencies, Surveys, *Urban Education, *Urban Problems, *Urban Programs, *Urban Youth, Welfare Services, Youth Problems
A survey of officials in 52 cities in the United States gathered information on the conditions and issues relating to urban children, on how city governments are structured to respond to those needs, and on city programs and initiatives which benefit children. Information provided by the cities was supplemented by data from the Bureau of the Census and the National Center for Health Statistics. The following topics are explored: (1) problems affecting cities; (2) problems facing children of all income levels in cities; (3) problems facing low-income children; (4) poverty; (5) public assistance programs; (6) school dropout problems; (7) child care; (8) early childhood education; (9) infant health; and (10) adolescent pregnancy. Statistical data are included on eight tables. Existing city programs and initiatives are briefly described in relation to each topic. City officials commented on the policy issues that should be addressed by the next President of the United States. Excerpts concerning children's issues from the "state of the city" addresses of the mayors in 24 of the survey cities are also included. The appendix includes a copy of the survey questionnaire. (FMW)

ED 301 616 UD 026 522
Rossell, Christine H. Clarke, Ruth C.
The Carrot or the Stick for School Desegregation Policy?
Pub Date—8 Apr 88
Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 8, 1988). For complete study, see ED 279 781.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, *Magnet Schools, Migration, Population Trends, Racial Balance, *Racially Balanced Schools, Research Problems, School Demography, *School Desegregation, School Districts, Statistical Analysis, Urban Schools, *Voluntary Desegregation, Whites
This study compares the long-term desegregation effectiveness of voluntary plans with magnet schools to mandatory reassignment plans with magnet schools. The introduction includes an extensive discussion of the problems of choosing dependent variables for use in desegregation studies. The potential study population was chosen based on the percentage of the minority groups in the school district population, and whether the desegregation plan used a magnet-voluntary or a magnet-mandatory

structure. Twenty school districts were chosen for study from that population. The following characteristics were examined: (1) decrease of the white population (white flight); (2) interracial exposure; (3) racial imbalance; and (4) net balance. The analysis suggests that a magnet school plan based primarily on voluntary transfers will produce greater long-term interracial exposure than a mandatory reassignment plan with magnet components. This is probably due to greater white flight from the mandatory plans. Thus, adding magnet schools to a mandatory reassignment plan does not make it competitive with a voluntary plan. Twenty-two notes, and a list of 38 references are included. Six graphs and six tables of statistical data are included in the appendices. (FMW)

ED 301 617 UD 026 526
Family Welfare Reform Act of 1987. House of Representatives, 100th Congress, 1st Session Report Together with Additional and Dissenting Views to Accompany H.R. 1720.
Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.
Report No.—House-R-100-159-Pt-3
Pub Date—15 Sep 87
Note—47p.; For related documents, see ED 296 026 and UD 026 527.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Employed Parents, Employment, Employment Problems, Family Financial Resources, *Federal Legislation, Fringe Benefits, *Health Insurance, *Incentives, Low Income Groups, *Mothers, Poverty, *Welfare Recipients, Welfare Services
Identifiers—Aid to Families with Dependent Children, Feminization of Poverty, Medicaid, Proposed Legislation, Social Security Act Title IV, Social Security Act Title XIX
This report recommends that the Social Security Act Title XIX be amended to include a 24-month extension of Medicaid to families who become ineligible for cash assistance under the Aid to Families with Dependent Children (AFDC) program. This amendment accompanies the Family Welfare Reform Act of 1987 (H.R. 1720), which is proposed to replace the AFDC program of the Social Security Act Title IV. The objectives of the amendment are the following: (1) encourage former AFDC recipients to work and to remain working; (2) reduce the number of working poor families with no health care coverage; and (3) complement and encourage existing State efforts to make health care coverage available to the uninsured. The loss of Medicaid coverage is a major obstacle to working for women with children on AFDC. Under the current law, Medicaid coverage may vary from 4 to 15 months depending on the income a family was earning at the time it lost AFDC cash benefits. The amendment also requires States to extend coverage for six months to families who lose AFDC benefits as a result of child or spousal support. A cost estimate and an inflationary impact statement are included. The proposed amendment is supported by various committees and legislators. Dissenting views express concern that the proposed extension will encourage increased dependence on welfare, and discourage employers from offering health care benefits. (FMW)

ED 301 618 UD 026 527
Family Welfare Reform Act of 1987. House of Representatives, 100th Congress, 1st Session Report Together with Minority and Additional Views To Accompany H.R. 1720.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Report No.—House-R-100-159-Pt-2
Pub Date—7 Aug 88
Note—114p.; For related documents, see ED 296 026 and UD 026 526.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adults, Children, Child Welfare, Day Care, Early Childhood Education, *Educational Opportunities, Elementary Secondary Education, *Employment Opportunities, *Federal Legislation, *Job Training, Parent Participation, Postsecondary Education, *Welfare Recipients, *Welfare Services
Identifiers—Aid to Families with Dependent Children, Job Training Partnership Act 1982, Proposed Legislation, Social Security Act Title IV
This report recommends that Title I of the proposed Family Welfare Reform Act of 1987 (H.R. 1720) be replaced with a Fair Work Opportunities Program. H.R. 1720 is proposed to replace the Aid to Families with Dependent Children (AFDC) program of the Social Security Act Title IV. The purpose of the proposed amendment is to assure that needy children and parents obtain the education, training, and employment which will help them avoid long-term welfare dependence. One of the chief criticisms of the present AFDC program is that it provides disincentives to recipients to obtain paid work. Recognizing the importance of education for welfare recipients, the amendment authorizes a comprehensive range of educational services to help participants prepare for employment. Work and training experiences would be coordinated with the existing Job Training Partnership Act (JTPA). The legislation would include demonstration programs to address early childhood development, provisions for child care, and encouragement of parent participation in children's learning. Cost estimates and an inflationary impact statement are included. Dissenting minority views are also included. (FMW)

ED 301 619 UD 026 531
1988 Summary of New Legislation Affecting Education.
New York State Education Dept., Albany. Office of the Counsel.
Pub Date—88
Note—39p.
Pub Type— Legal/Legislative/Regulatory Materials (090) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Colleges, Disabilities, Educational Cooperation, *Educational Finance, *Educational Legislation, Elementary Secondary Education, Government School Relationship, Higher Education, Laws, Legislation, Politics of Education, Professional Personnel, *School Administration, *School Law, School Policy, Schools, School Taxes, State Aid, *State Legislation, Taxes
Identifiers—Boards of Cooperative Educational Services, *New York, *New York State Legislature
This chapter by chapter summary of legislation enacted by the 1988 New York State Legislature affecting education and the professions has been prepared for use by the education community. Additional legislation may be forthcoming because the Legislature was in temporary recess as of the publication of this report. Sections of the report include the following: (1) Laws Affecting School Districts Generally; (2) Boards of Cooperative Educational Services; (3) State Aid; (4) Taxation and Financial Administration; (5) Miscellaneous; (6) Laws of Local Application; (7) Higher Education; (8) Laws Affecting the Professions; and (9) Laws Affecting the Disabled. Laws are arranged by chapter number under each heading. The statements describing each chapter are necessarily brief and are intended to call attention to the subject matter of the legislation, rather than to provide a definitive review of all its provisions. Marginal captions indicate the major topic of each chapter. The complete text of each chapter may be found in the Session Laws of New York 1988, which is available in most law libraries. An index by chapter number is also included. (FMW)

ED 301 620 UD 026 532
Smith, R. C. Lincoln, Carol A.
America's Shame, America's Hope: Twelve Million Youth at Risk. Executive Summary.
MDC, Inc., Chapel Hill, N.C.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—88
Note—18p.; For full report, see UD 026 533.
Pub Type— Reports - Research (143) — Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Failure, Bilingual Education, Dropouts, *Educational Change, Educationally Disadvantaged, *Educational Needs, Elementary Secondary Education, Federal Aid, *Government School Relationship, High Risk Persons, *High Risk Students, Job Training, Low Income Groups, Minority Group Children, Outcomes of Education, Preschool Education, Remedial Programs, Student Needs, *Urban Youth, Youth Employment
Identifiers—Nation At Risk (A)
This document is an executive summary of a report asserting that the under-education of a body of students, known as "at-risk" youth, presents a crisis in American public education that has been overlooked by the educational reform movement of the 1980s. These youth are referred to as "at-risk" because they leave school unprepared for either further education or available jobs. Often they are prepared only for lives of alienation and dependency. If the trend continues, the result will be a labor force unsuited to post-industrial economy. Workers' basic skills, particularly at the entry level, are not sufficient for the United States to compete in a world economy. Federal aid to education has declined in real dollars by 23 percent, and is now insufficient to serve the following at-risk groups: (1) low-income children in need of pre-school education; (2) students in need of remedial programs; (3) students in need of bilingual education; and (4) youth in need of job training. However, the most formidable barriers to assisting at-risk youth do not concern a lack of money, but the failure to perceive them as in need of specific long-term attention, resistance to educational change at the state and local levels, and an absence of genuine leadership at the federal level. Figure 1 includes an outline of a Policy and Program Development Phase-Descriptor Continuum. Figure 2 includes a list of findings and recommendations. (FMW)

ED 301 621 UD 026 533
Smith, R. C. Lincoln, Carol A.
America's Shame, America's Hope: Twelve Million Youth at Risk.
MDC, Inc., Chapel Hill, N.C.
Spons Agency—Mott (C.S.) Foundation, Flint, Mich.
Pub Date—88
Note—71p.; For executive summary, see UD 026 532. Printed on colored paper.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Basic Skills, Bilingual Education Programs, Compensatory Education, *Disadvantaged Youth, Dropouts, *Educational Change, Elementary Secondary Education, Federal Aid, *Federal Programs, *High Risk Students, Low Income Groups, Minority Group Children, Outcomes of Education, Preschool Education, Remedial Programs, Rural Youth, State Aid, *State Programs, Student Needs, *Urban Education
Identifiers—Nation At Risk (A)
The undereducation of at-risk youth is a critical issue overlooked by the education reform movement of the 1980s, as represented by the report, "A Nation At Risk." This group, whose members are predominantly economically, culturally, racially, and ethnically disadvantaged, is leaving school unprepared for further education or available work. Workers' lack of basic skills is creating an inadequate labor force for the United States to compete in a world economy. Three personal narratives illustrate typical at-risk students. The Federal Government has decreased its financial commitment to education. Federal support is required by the following groups: (1) low-income children in need of preschool education; (2) students in need of remediation; (3) children in need of bilingual education; and (4) youth in need of job training. A survey of 49 states and the District of Columbia reported efforts in the following areas: (1) early identification and remediation; (2) career exploration and vocational education; (3) dropout prevention and school-to-work transition; (4) dropout retrieval and second chance programs; and (5) equal funding. The barriers to assisting at-risk youth are the following: (1) failure to perceive their need; (2) resistance to institutional change at the state and local levels; and (3) absence of leadership at the federal level. The appendices include the following: (1) summaries of the reform efforts of 14 states; (2) a chart of the Federal Program Budget Authorization by State, 1986 and 1987; and (3) a list of State contacts. A list of resources is also included. (FMW)

ED 301 622 UD 026 534
Claus, Richard N. Quimper, Barry E.
Prekindergarten Program Product Evaluation Report, 1987-88.
Saginaw Public Schools, Mich. Dept. of Evaluation

Services.
Pub Date—Nov 88
Note—24p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Compensatory Education, *Educationally Disadvantaged, *Minority Group Children, *Parent Participation, *Preschool Children, Preschool Education, Preschool Evaluation, Program Evaluation, *Urban Programs, Urban Schools
Identifiers—Education Consolidation Improvement Act Chapter 1, *Michigan (Saginaw)
The 1987-88 Saginaw (Michigan) Prekindergarten Program, funded under the Education Consolidation Improvement Act Chapter 1, served 479 children at 13 elementary schools, and attained ten (62.5 percent) of its 16 achievement objectives. A list of the objectives is included in Appendix A. The program is designed to prepare inner-city 4-year-olds from diverse backgrounds with the skills needed for kindergarten. Parent involvement is an important program component. A screening test is used to select participants. The Prekindergarten Saginaw Objective Reference Test (PK-Sort) was used to measure achievement on 13 of the objectives measured. Findings include the following: (1) attainment of six of the nine objectives in the cognitive skills area; (2) attainment of one of the four objectives in the psychomotor skills area; and (3) overall attainment of seven (53.8 percent) of the 13 objectives measured. Results also show the attainment of all three of the remaining objectives that deal specifically with the Parents as Partners program component. Review of this evaluation and a separate process evaluation indicate areas for improvement in the 1988-89 program. Statistical data are included on six tables. The appendices also include a comparison of the percent of students at post-testing attaining mastery on PK-Sort objectives by school building for 1987-88, and a summary of the number and percent of prekindergarten families attaining objectives of the Parents as Partners component by school building for 1987-88. (FMW)

ED 301 623 UD 026 535
Highlen, Pamela S. And Others
Self-Identity Development Model of Oppressed People: Inclusive Model for All?
Pub Date—13 Aug 88
Note—19p.; Symposium presented at the American Psychological Association Convention (Atlanta, GA, August 13, 1988).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cross Cultural Studies, *Developmental Stages, Emotional Development, *Identification (Psychology), *Minority Groups, Models, Personality Change, *Personality Development, Personality Theories, Personal Narratives, Psychological Patterns, Reference Groups, Self Actualization, *Self Concept, Social Cognition, Social Discrimination
Identifiers—*Oppression
The Self-Identity Development Model of Oppressed People (SIDMOP) is a synthesis of several areas of psychology, including developmental, cross cultural, and spiritual literatures. SIDMOP provides an all-inclusive model of identity development for oppressed minorities in the United States, regardless of ethnicity. The model was formulated from the following sources: (1) the authors' personal narratives; (2) clinical and anecdotal accounts; and (3) research literature. In addition, a male or a female were interviewed from the following groups: (1) Black; (2) Hispanic; (3) Asian American; (4) American Indian; (5) Jewish American; (6) Physically Disabled; and (7) Gay/Lesbian/Bisexual. The SIDMOP process moves through the following: (1) absence of conscious awareness; (2) transition from absence of conscious awareness to individuation; (3) individuation; (4) transition from individuation to dissonance; (5) dissonance; (6) transition from dissonance to immersion; (7) immersion; (8) transition from immersion to internalization; (9) internalization; (10) transition from internalization to integration; (11) integration; (12) transition from integration to transformation; and (13) transformation. Graphically the process can be likened to a spiral that moves along an infinity sign, illustrating the repetitive, never-ending progress through ascending levels of awareness. A table illustrates the parallels between SIDMOP and other identity development models, as well as a graphic representation. A list of references is also included. (FMW)

ED 301 624 UD 026 538
Taylor, D. Garth Lewis, Dan A.
Educational Reform: Promises and Pitfalls. Proceedings of a Conference on Urban Education (Chicago, Illinois, April 8-9, 1988).
Chicago Urban League, Ill. Dept. of Research.; Northwestern Univ., Evanston, IL. School of Education and Social Policy.
Pub Date—1 Sep 88
Note—54p.
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrative Change, Administrator Responsibility, Administrator Role, Budgeting, Community Control, Curriculum Development, *Decentralization, *Educational Change, Educational Facilities Design, Educational Finance, Elementary Schools, Elementary Secondary Education, Finance Reform, Instructional Development, Parent Participation, Parent Role, Parent School Relationship, Principals, *School Administration, School Based Management, Secondary Schools, Teacher Responsibility, Teacher Role, *Urban Schools
Identifiers—*Chicago Public Schools IL, Community Based Education
This report is an overview of a conference on the reform of urban schools, focusing on the Chicago (Illinois) public schools. Panel discussions included the following: (1) "Parents' Role/Parental Involvement"; (2) "School-Based Management"; (3) "The Principal's Roles and Responsibilities"; (4) "Teacher Professionalism: Roles and Responsibilities"; (5) "Curriculum and Instruction for Inner-City Students"; (6) "Community Control Decentralization Models"; (7) "Budgeting and Finance Reform"; and (8) "Central Administration Roles and Responsibilities." Major points of agreement include the following: (1) academic achievement can be indirectly influenced by school organization; (2) central administration has a leadership responsibility for research and design of school organization reform; (3) redesign of school governance and accountability reforms alone are not successful; (4) the Chicago Public Schools are underfinanced when compared to other school districts nationwide. A list of panel moderators and panelists, along with their affiliations, is provided. A 77-item selected bibliography is also included. (FMW)

ED 301 625 UD 026 539
Rogers, Elizabeth
Testimony for a Hearing Called by Advocates for Children on the Status of Immigrant Children in the New York City Public Schools.
New York City Dept. of City Planning, N.Y.
Pub Date—25 Nov 86
Note—10p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Collection, *Educational Needs, Elementary Secondary Education, English (Second Language), *Enrollment Trends, Family Characteristics, *Immigrants, Information Needs, *Minority Group Children, Minority Groups, Population Trends, *School Demography, Statistical Analysis, *Urban Schools
Identifiers—*New York (New York)
This report is intended to provide a statistical basis for discussion of the experiences of immigrant children in New York City (New York) public schools. Most of the information is taken from an analysis of the 1980 U.S. Census. Since 1980, school immigrant enrollments have followed a general shift away from European groups to those from the Caribbean, Asia, and Latin America, and an influx of refugees. Most settle in the boroughs of Queens and Brooklyn. Major findings include the following: (1) most new immigrants live in extended families in order to pay high New York rents, and in order for the earlier immigrants to contribute to the future of younger siblings and cousins; (2) immigrants made less use of public assistance despite the fact that the median household income for foreign-headed households was almost $1,500 lower than that of native-headed households; (3) 27.2 percent of public school enrollees and 35.4 percent of the non-public school enrollees were from immigrant-headed households; (4) the majority of these children were native-born; (5) 174,000 children whose parents were born in Puerto Rico, and are not counted as immigrants, were enrolled in the public schools; and (6) almost half of the children attending public schools have parents whose native language is not English. The Board of Education needs to improve its biographical data collection if it is to respond to the need for English language training and acculturation. Statistical data are included on six tables. (FMW)

ED 301 626 UD 026 540
Ostrum-Grunstein, Eva And Others
Teaching for English Proficiency: The Need for an Evaluation of Language Programs in the New York City Public Schools.
New York City Dept. of City Planning, N.Y.
Pub Date—Aug 86
Note—14p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education Programs, Compensatory Education, *Data Collection, Elementary Secondary Education, *English (Second Language), Hispanic Americans, Immigrants, Information Needs, Legal Responsibility, Limited English Speaking, Non English Speaking, *Program Evaluation, Research Needs, Second Languages, Spanish Speaking, Student Characteristics, Student Needs, Urban Schools
Identifiers—Aspira v Board of Education, *English as a Second Dialect, *New York City Board of Education
Although nearly 90,000 students in the New York (New York) public schools participate in bilingual education programs and English as a Second Language (ESL) programs, insufficient data are available to conduct effective program evaluations. The school system's bilingual and ESL programs achieved their size and permanence as a result of two lawsuits of the 1970s. The Aspira Consent Decree, using the precedent of "Lau v. Nichols," ensured the right of limited-English-proficient New York City students to bilingual education. English language education that would benefit from evaluation includes the following: (1) comparison of bilingual and ESL programs; (2) proficiency standards; (3) service delivery; (4) length of stay in bilingual programs; (5) educational needs of Hispanic students; (6) needs of students whose score on the Language Assessment Battery (LAB) are a little too high to qualify them for bilingual education; (7) language needs of non-Hispanic minorities; and (8) dual language proficiency. Data that should be transferred to the school's central computer file (student bio file) include the following: (1) country of birth; (2) country of last address; (3) language spoken at home; (4) length of stay in a language program; (5) educational achievement; and (6) parents' place of birth. Statistical data are included on two tables. (FMW)

ED 301 627 UD 026 551
Flanagan, Brian Lacus, Neil
Haitian Retention: A 310 Teacher Training Project, 1986-1987.
Florida State Dept. of Education, Tallahassee. Div. of Adult and Community Education.; Palm Beach County Public Schools, FL.
Pub Date—88
Note—79p.
Language—English; Haitian Creole
Pub Type— Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Acculturation, Adjustment (to Environment), Adult Education, *Attendance, Basic Skills, *Bilingual Education Programs, Bilingual Instructional Materials, Cultural Context, Curriculum Development, Dropout Prevention, Dropouts, *Educational Environment, English (Second Language), Haitian Creole, *Haitians, *High Risk Students, Immigrants, Inservice Teacher Education, Program Descriptions, Refugees
Identifiers—Florida (Palm Beach County)
The Haitian Retention Program (HRP) is designed to help illiterate and unskilled Haitian immigrants to Palm Beach County (Florida) learn the English language through regular class attendance. Although many Haitians are enthusiastic about enrolling in adult English for Speakers of Other Languages (ESOL) classes, they are not accustomed to attending classes regularly or following any kind of a schedule. Objectives are the following: (1) familiarize participants with American customs and school environment; (2) give students the opportunity to express needs and interests for inclusion in the curriculum; (3) adapt the curriculum to the Haitian lifestyle; and (4) develop teacher proficiency.

Phases of the program include the following: (1) student orientation; (2) student needs assessment; (3) curriculum development; and (4) inservice teacher training. An outline of the Student Orientation Program and a copy of the Needs Assessment form are included. Teacher materials include the following: (1) steps to follow in curriculum development; (2) a list of Beginning Level Competencies; (3) a list of questions to ask when using a textbook; (4) sample lesson plans; (5) sample classroom exercises; and (6) a student hand-out in Creole for use during student orientation. (FMW)

ED 301 628 UD 026 552
Hunger in America: Hearings on Hunger and Related Nutritional Issues, before the Subcommittee on Nutrition and Investigations of the Committee on Agriculture, Nutrition, and Forestry, United States Senate, and the Committee on Agriculture, Nutrition, and Forestry, United States Senate. One Hundredth Congress, Second Session (Cedar Rapids, Iowa, January 30, 1988; Washington, D.C., March 1 and 28, 1988).
Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.
Report No.—Senate-Hrg-100-710
Pub Date—30 Jan 88
Note—497p.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF02/PC20 Plus Postage.
Descriptors—Child Welfare, *Delivery Systems, *Economically Disadvantaged, Economic Factors, Eligibility, *Federal Programs, Food, *Hunger, Low Income Groups, Lunch Programs, *Nutrition, Poverty, Poverty Programs, Welfare Recipients, *Welfare Services
Identifiers—*Food Stamp Program, School Lunch Program, Women Infants Children Supplemental Food Program
This report presents the testimony of numerous expert witnesses who appeared at three hearings on the following topics: (1) Hunger and Related Nutritional Issues; (2) U.S. Department of Agriculture (USDA) Food Assistance Programs; and (3) Domestic Hunger and Related Nutritional Issues. The following major issues were discussed: (1) the number of poor and low-income families requiring food assistance is rapidly increasing; (2) more federal programs are required to meet their needs; (3) federal support for existing programs needs to be increased; and (4) present programs need to be reformed to remove barriers to service. Specific USDA programs discussed include the following: (1) the Food Stamp Program; (2) the Temporary Emergency Food Assistance Program (TEFAP); (3) the Women Infants Children Supplemental Food Program (WIC); and (4) the National School Lunch Program. Statistical information on numerous tables and graphs illustrate testimony. (FMW)

ED 301 629 UD 026 553
Homelessness and Housing: A Human Tragedy, A Moral Challenge. Hearing before the Subcommittee on Housing and Community Development of the Committee on Banking, Finance, and Urban Affairs, House of Representatives, One Hundredth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Banking, Finance and Urban Affairs.
Pub Date—15 Jun 88
Note—127p.; Serial No. 100-71.
Available from—Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Catholics, *Church Programs, Church Responsibility, Church Role, Cooperative Programs, Federal Aid, *Federal Programs, Hearings, *Homeless People, *Housing, Low Income Groups, Low Rent Housing, *Poverty, Public Housing
Identifiers—*Catholic Church, Stewart B McKinney Homeless Assistance Act 1987
Catholic charities and church groups have been actively engaged in providing basic shelter needs for homeless people long before the issue of homelessness came to the national attention. The purpose of this hearing was to allow the U.S. Catholic Conference and its Domestic Policy Committee to present its report, "Homelessness and Housing: A Human Tragedy, A Moral Challenge." The statement is included in the appendices. Testimony was presented by five witnesses, including a resident of a shelter for the homeless in Washington, D.C. Issues raised included the following: (1) a federal commitment to subsidized housing is necessary; (2) the Catholic Church can function as an effective intermediary in implementing public-private cooperative housing programs; (3) federal funds need to be appropriated to implement the Stewart B. McKinney Homeless Assistance Act, provide rental subsidies, and expand low- and middle-income housing; (4) present assistance programs are inadequate; and (5) the federal government must preserve and expand the supply of quality housing. The appendices include seven prepared statements, and the 1987 Annual Report of the Community Development Corporation. (FMW)

ED 301 630 UD 026 563
Holzman, Lois Strickland, Gloria
Breaking the Abuser-Abused Paradigm in the Classroom.
Pub Date—Aug 88
Note—7p.; Paper presented at the American Psychological Association Convention (Atlanta, GA, August 12-16, 1988). For related document, see UD 026 564.
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Abuse, *Discipline, Discipline Policy, *Educational Environment, Educational Theories, Elementary Education, Elementary Schools, *Elementary School Students, Minority Group Children, Nontraditional Education, Pilot Projects, *Preschool Children, Preschool Education, Program Descriptions, *Prosocial Behavior, Self Actualization, Socialization, Urban Schools, Violence
Identifiers—*Empowerment, New York (New York)
The STOP Abusive Behavior Syndrome (STOP ABS) Project attempts to implement a community-based discipline model for inner-city elementary schools that avoids both physical and emotional abuse by teachers and students, while contributing to the students' overall development. Prevailing disciplinary models either relate to children as objects to be changed (coercive), or allow children to do as they want (liberal). Based on the work of psychiatrists Franz Fanon and Wilhelm Reich, STOP ABS believes that the optimal learning environment empowers children with the tools they need to collectively change oppressive and limiting social conditions, and in the process radically refashion their own constraining social roles. A pilot program was implemented in grades 3 through 8 of the Barbara Taylor School, an independent multiracial, daycare and elementary school in Harlem, New York City (New York) that appears to have lessened incidents of abuse. A second year-long pilot project was also implemented with a class of 4- and 5-year olds. Preliminary outcomes indicate that children can articulate creative possibilities for non-abusive behavior. Goals for the 1988-89 school year include the following: (1) research into how children are socialized into an abuser-abused world view; (2) refinement of the discipline model; (3) integration of the discipline model with the curriculum; and (4) involvement of parents and community. A brief list of references is included. (FMW)

ED 301 631 UD 026 564
Holzman, Lois Rivera, Mary
STOP Abusive Behavior Syndrome: Developing a Community Response.
Pub Date—Aug 88
Note—10p.; Paper presented at the American Psychological Association Convention (Atlanta, GA, August 12-16, 1988). For related document, see UD 026 563.
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Abuse, Community Programs, Drug Abuse, *Interpersonal Relationship, Program Descriptions, Self Actualization, *Self Destructive Behavior, *Social Change, Social Influences, *Socialization, Social Psychology, Social Theories, Urban Programs, Urban Schools, *Violence
Identifiers—*Empowerment, New York (New York)
This paper discusses the social-therapeutic approach to preventing abusive behavior, and describes the implementation of specific STOP Abusive Behavior Syndrome (ABS) projects in New York City, New York. The projects' goal is to empower people to continually develop throughout their lifespans. Basic tenants include the following: (1) emotions are a social practice; (2) individuals can produce, organize, and reorganize social practice; (3) individuals can produce social change by breaking out of social roles and breaking social rules; and (4) conflict is a key tool for development. Based on the work of psychiatrists Frantz Fanon and Wilhelm Reich, STOP ABS believes that people are abusive because of deep and hidden shame and humiliation caused by the pressure of brutal life conditions, and because violence is practiced and condoned on a national and international level by those in power. The first STOP ABS campaign began in the Bronx (New York) in 1987. Activities included the following: (1) grassroots publicity and a door-to-door survey of attitudes towards abuse; (2) individual, family, and small group free screenings to begin the process of dealing with abusive behavior; and (3) large group, monthly seminars to teach how to respond to stress and crisis in a non-abusive manner. The second STOP ABS project is underway at the Barbara Taylor School, an independent multiracial day care and elementary school in Harlem (New York). Its goal is to implement a non-abusive, developmental discipline model. A list of 11 references is included. (FMW)

ED 301 632 UD 026 566
Willadsen, Thomas C.
Presence of Immigrants in New York City Neighborhood Development Areas and Other Community Districts.
New York City Dept. of City Planning, N.Y.
Pub Date—Apr 87
Note—10p.; Prepared in the Office of Immigrant Affairs.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Census Figures, Community Development, *Ethnic Groups, *Immigrants, Minority Groups, Neighborhoods, Place of Residence, *Population Distribution, *Residential Patterns, Statistical Analysis, *Urban Demography, *Welfare Recipients
Identifiers—Aid to Families with Dependent Children, Census 1980, *New York (New York), Supplemental Security Income Program
This report analyzes the distribution of immigrants in Neighborhood Development Areas (NDAs) and other Community Districts of New York, New York based on the 1980 U.S. Census. A Community District is designated as an NDA by the Community Development Agency (CDA) if more than 20,000 of its residents are recipients of Aid to Families with Dependent Children (AFDC), Home Relief, and Supplemental Security Income (SSI). Community Districts are also designated as NDAs if they contain at least 15,000 public assistance recipients who make up more than 15 percent of the total district population. A distinction is made between immigrants who arrived in this country before 1965, and "new immigrants," who arrived since 1965. Findings include the following: (1) immigrants are present in large and small proportions in NDAs, indicating that in general their presence is not linked to NDA designation; (2) "new immigrants" tend to live in NDAs; (2) pre-1965 immigrants tend to live in non-NDA neighborhoods; (3) the immigrant groups with the highest proportions residing in NDAs are Dominicans (91.6 percent), Cubans (71 percent), Jamaicans (67.8 percent), and other West Indians (64.6 percent); and (4) the immigrant groups least likely to reside in NDAs are Italian (33.9 percent), Czech (35.6 percent), and Hungarians (37.6 percent). Statistical data are included on three tables and one map. (FMW)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List,* are in word-by-word alphabetical order.

As shown in the examples below, the accession number is displayed below and to the right of the document title. Additional information about the document can be found under that number in the resume section.

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Descriptor — **Microcomputers**
Title — Public Education and Electronic Technologies.
ED 226 725 — Accession Number

Identifier — **National Assessment of Educational Progress**
Title — Reading, Science, and Mathematics Trends. A Closer Look.
ED 227 159 — Accession Number

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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since August 1986. They are, therefore, not included in the main body of the 11th (1987) edition of the *Thesaurus of ERIC Descriptors*.

ABSTRACTS *Jul. 1966*
SN (Scope Note Added) (note: do not confuse with "Bibliographic Records")

ACID RAIN *Dec. 1988*
SN Precipitation (rain, snow, fog, etc.) containing destructive acid concentrations, caused when pollutants, chiefly oxides of sulfur and nitrogen, are chemically combined with water vapor in the atmosphere

ACQUIRED IMMUNE DEFICIENCY SYNDROME *Aug. 1987*
SN Infectious, life-threatening virus that inhibits the body's protective immune system—transmitted chiefly by sexual contact, the sharing of intravenous needles/syringes, or unscreened blood transfusions
UF AIDS (Disease)
HTLV 3
Human Immunodeficiency Virus
Human T Cell Lymphotropic Virus Type 3

ADMINISTRATOR EFFECTIVENESS *Dec. 1988*
SN Degree to which administrators are successful in satisfying their objectives, obligations, or functions

ADULT CHILDREN *Dec. 1987*
SN Grown-up sons and daughters (approximately 18+ years of age)
UF Adult Offspring
Grown Children

AFRICAN STUDIES *Aug. 1988*
SN Interdisciplinary instruction and research concerned with the continent of Africa and its inhabitants—generally encompasses sub-Saharan Africa, but may also include North Africa

ALCOHOL ABUSE *Jun. 1988*
SN Excessive or otherwise inappropriate ingestion of alcoholic beverages, often causing risk or injury to health and impaired social functioning (note: if possible, use the more specific term "Alcoholism")
UF Alcohol Intoxication
Drunkenness (Alcohol)
Problem Drinking

Alcohol Consumption
USE DRINKING

Alcohol Use
USE DRINKING

Assessment
USE EVALUATION

Assessment Instruments (Individuals)
USE MEASURES (INDIVIDUALS)

Assistance (Social Behavior)
USE HELPING RELATIONSHIP

AUDIENCE AWARENESS *Aug. 1988*
SN The conceptions of the writer, speaker, or performer concerning the recipients of his/her communication

AUDIENCE RESPONSE *Aug. 1988*
SN Recipient reactions to, and interpretations of, oral, visual, or written communication (note: if possible, use the more specific term "Reader Response")

BIBLIOGRAPHIC DATABASES *Dec. 1987*
SN Organized collections of machine-readable records that describe books, journal articles, reports, or other primary sources of information

Bibliographic Instruction
USE LIBRARY INSTRUCTION

BIBLIOGRAPHIC RECORDS *Dec. 1987*
SN Records in a database or library catalog that describe a bibliographic item (book, film, etc.)—generally containing author, title, and publication information and often enhanced with abstracts and/or subject terms (note: for references to other works within bibliographic items, use "Citations (References)," which, prior to Dec87, was sometimes used for "Bibliographic Records")

BODY COMPOSITION *Aug. 1988*
SN The amounts of fat and nonfat tissue in the body, usually expressed as a ratio
UF Body Density
Body Fatness
Body Mass
Fat Ratio
Lean Fat Ratio
Percent Body Fat

CAREGIVERS *Dec. 1987*
SN Individuals who provide personal care to others—includes professionals, nonprofessionals, family members, and friends (note: use a more specific term if possible)

CHI SQUARE *Dec. 1988*
SN The sum of the squares of observed values minus expected values divided by the expected values—used in testing hypotheses concerning the discrepancy between observed and expected results

CHILDLESSNESS *Jun. 1988*
SN Having no natural children (note: if appropriate, coordinate with the Identifier "Voluntary Childlessness")

CHRONIC ILLNESS *Jun. 1988*
("Chronic Illnesses" deleted as USE reference)
SN Disease or ailment of long duration or frequent recurrence, and often of increasing severity

CITATIONS (REFERENCES) *Mar. 1980*
SN (Scope Note Changed) References that identify works which have been used as authorities or from which passages have been quoted (note: do not confuse with "Bibliographic Records")

Classroom Management
USE CLASSROOM TECHNIQUES

COHABITATION *Jun. 1988*
SN Refers primarily to unmarried couples living together

COLLEGIALITY *Aug. 1988*
SN Relationship among people within a profession, field, organization, or office, characterized by trust, openness, concern, and cooperation
UF Collegial Models

COMPUTER GAMES *Dec. 1987*
SN Games played on computers, as either educational tools or recreational pastimes (note: do not confuse with "Video Games" with built-in semiconductor chips or microprocessors that can be played independently of a computer)

Computer Keyboards
USE KEYBOARDING (DATA ENTRY)

COMPUTER PERIPHERALS *Dec. 1987*
SN Any computer equipment other than the central processing unit, i.e., devices for input, output, storage, add-on memory, and other auxiliary functions
UF Computer Auxiliary Equipment

COMPUTER PRINTERS *Jan. 1988*
SN Computer output devices that produce readable, hard-copy data on paper, film, etc.

COMPUTER SYSTEM DESIGN *Jan. 1988*
SN The process of selecting, setting up, and modifying a system of computer hardware and software—also, the layout and specifications of a computer system
UF Computer System Development

COMPUTER TERMINALS *Jan. 1988*
SN Input output devices, generally including a keyboard and a display unit (video or print), used to enter data into and receive data from a computer (note: prior to Jan88, the instruction "Computer Terminals, use Input Output Devices" was carried in the Thesaurus)

COOPERATIVE LEARNING *Aug. 1988*
SN Learning situation in which students work together in small groups and receive rewards or recognition based on their group's performance

Cooperative Work Experience Programs
USE COOPERATIVE EDUCATION

COURSE INTEGRATED LIBRARY INSTRUCTION *Jan. 1988*
SN Library instruction given as part of a course in another subject, i.e., English, history, etc.
UF Course Related Library Instruction

DATABASE DESIGN *Jan. 1988*
SN The process of planning and organizing the content and structure of a database—also, the specifications that result from this process

DEBATE FORMAT *Aug. 1988*
SN Structure or framework of formal debate, including order and duration of arguments

DISK DRIVES *Jan. 1988*
SN Input output devices that effect the necessary movements of disks or disk packs and that have read/write heads for accessing and recording data on the disks and communicating with the computer

DISTRACTORS (TESTS) *Aug. 1988*
SN Incorrect alternative answers used in objective test items—also, incorrect choices or extraneous information used in test-like tasks

Educational Excellence
USE EDUCATIONAL QUALITY

Educational Excellence Movement (United States)
USE EXCELLENCE IN EDUCATION

ENTROPY *Dec. 1988*
SN The amount of disorder, or tendency toward randomness, in a physical or social system, e.g., the extent to which the energy in a thermodynamic system is unavailable for useful work, the diminished capacity of human systems (over time) for adaptation or change, the degree of uncertainty in a message or signal
UF Negentropy

EVALUATION RESEARCH *Dec. 1988*
SN Systematic investigation into the nature and process of evaluation, including methods, practices, and utilization of results (note: do not confuse with evaluation conducted in an exhaustive or research-like manner, for which see "Evaluation")
UF Evaluative Research

EXCELLENCE IN EDUCATION *Dec. 1988*
SN Educational reform movement in the United States directed at stemming declining academic performance and renewing a commitment to high-quality, effective schooling for all—begun in 1983 with the issuance of "A Nation at Risk," the final report of the National Commission on Excellence in Education, which focused attention and prompted widespread actions toward educational improvement

FAMILY CAREGIVERS *Dec. 1988*
SN Individuals providing personal care to their relatives (or, on occasion, close friends)—such care is usually informal and in the home (frequently for elderly parents)

FLOPPY DISKS *Dec. 1987*
SN Computer storage devices in the form of small flexible magnetic disks enclosed in semirigid jackets—generally used with microcomputers
UF Diskettes
Flexible Disks

FRAIL ELDERLY *Jun. 1988*
SN Elderly persons whose physical or mental abilities are so reduced that regular assistance is needed for daily living or social contacts

FREE ENTERPRISE SYSTEM *Aug. 1988*
SN Economic system in which individuals, rather than the government, make decisions about the way goods and services are produced, distributed, and used
UF Free Market
Laissez Faire Economy
Market Economy

FULL TEXT DATABASES *Jan. 1988*
SN Machine-readable files containing the complete texts of journal articles, newspaper items, legal documents, encyclopedias, or other works

GRADE REPETITION *Jul. 1966*
SN (Scope Note Added) Repeating a grade level in school because of deficient achievement

HEALTH CARE COSTS *Jun. 1988*
UF Health Costs

HEALTH PROMOTION *Jun. 1988*
SN Activities that encourage and support physical and mental wellness
UF Preventive Health
Wellness Programs

Help Giving
USE HELPING RELATIONSHIP

HELP SEEKING *Dec. 1988*
SN Searching for and requesting assistance from others through formal or informal mechanisms (note: do not confuse with "Information Seeking")

Helping Behavior
USE HELPING RELATIONSHIP

Hiring (Personnel)
USE PERSONNEL SELECTION

IMPORTS *Aug. 1988*

Infant Death Rate
USE INFANT MORTALITY
and MORTALITY RATE

INTIMACY *Jun. 1988*
SN Especially close association or familiarity (usually interpersonal, often affectionate or loving)

JOURNAL WRITING *Aug. 1988*
SN Writing done regularly in logs or notebooks to gather thoughts or ideas, sometimes for later use in more formal writing (note: use "Writing for Publication" for journal article writing)

JOURNALISM HISTORY *Aug. 1988*

KODALY METHOD *Aug. 1988*
SN System of music education for children that includes singing, ear training, solfeggio, rhythmic movement, and improvisation—developed by Hungarian composer, Zoltan Kodaly, to achieve the goal of music literacy

LIKERT SCALES *Dec. 1988*
SN Measures in which subjects rate a series of attitudinal statements on a continuum, e.g., strongly agree, agree, undecided, disagree, strongly disagree—from a procedure originally developed by Rensis Likert
UF Summated Rating Scales

MAGNETIC DISKS *Dec. 1987*
SN Computer storage devices in the form of flat circular plates coated on one or both sides with magnetic material on which information may be recorded and stored for future use

MAGNETIC TAPES *Jan. 1969*
SN (Scope Note Changed) Tapes coated on one or both sides with a magnetic oxide, on which data are stored by the selective polarization of portions of the surfaces—used for recording video, audio, or computer data (note: use a more specific term if possible)

MAIL SURVEYS *Aug. 1988*
SN Includes postal and electronic mail surveys (note: use as a minor Descriptor for examples of this kind of survey—use as a major Descriptor only as the subject of a document)

MARKOV PROCESSES *Dec. 1988*
SN Probabilistic simulations in which future events are determined completely by present and immediately preceding events, and not on anything occurring earlier—derived from the model developed by Russian mathematician A.A. Markov
UF Markov Chains

MASS MEDIA ROLE *Aug. 1988*
SN Functions or tasks expected of or performed by the mass media in society, e.g., news, education, entertainment, propaganda
UF Media Role (Mass Media)

MASS MEDIA USE *Aug. 1988*
SN The manner, purpose, frequency, etc., of audience use of the electronic or printed mass media
UF Media Use (Mass Media)

Medical Costs
USE HEALTH CARE COSTS
and MEDICAL SERVICES

MENSTRUATION *Aug. 1988*
SN Cyclic discharge of blood and tissues from the uterus, normally occurring between puberty and menopause except during pregnancy (note: see also Identifiers "Menarche," "Menopause," "Menstrual Disorders," "Premenstrual Syndrome," and "Toxic Shock Syndrome")
UF Menses

MISSING CHILDREN *Aug. 1988*

MODEMS *Jan. 1988*
SN Devices that convert computer output to signals that can be transmitted over communications lines and that restore the signals to their original form at the receiving end
UF Modulator Demodulators

Mortality (Physiology)
USE DEATH

MORTALITY RATE *Jun. 1988*
SN Ratio between the number of deaths and the number of individuals in a specified population
UF Death Rate

Multidisciplinary Approach
USE INTERDISCIPLINARY APPROACH

News Use
USE MASS MEDIA USE
and NEWS MEDIA

NUMERIC DATABASES *Jan. 1988*
SN Machine-readable files primarily consisting of statistical or other quantitative data, often with user manipulability

OFFICE AUTOMATION *Jan. 1988*
SN Application of computer and communications technologies to office functions and tasks

ONLINE VENDORS *Apr. 1986*
SN (Scope Note Changed) Organizations that maintain databases and related software on their computer systems and sell online retrieval time to clients at multiple remote locations (note: see also such Identifiers as "DIALOG," "BRS Information Technologies," and "ORBIT")

ORAL REHYDRATION THERAPY *Aug. 1988*
SN Use of a special drink of sugar and salt in water to reverse or prevent dehydration caused by acute diarrhea

Peer Tutoring
USE PEER TEACHING and TUTORING

PHYSICAL ATTRACTIVENESS *Jun. 1988*
SN (Note: see also the Identifier "Facial Attractiveness")

Press Role
USE MASS MEDIA ROLE
and NEWS MEDIA

PREVENTIVE MEDICINE *Jul. 1966*
SN (Scope Note Added) Medical science that deals with prevention of diseases

Retention (in Grade)
USE GRADE REPETITION

Retention (in School)
USE SCHOOL HOLDING POWER
(Replaces "Retention (of Students)" as USE reference)

SCHOOL PRAYER *Aug. 1988*
SN Individual or group prayer in a public or private school setting
UF Prayer in Schools

SELF EFFICACY *Jun. 1988*
SN Belief or expectation about one's own ability to perform a given task successfully
UF Efficacy Expectation

SIBLING RELATIONSHIP *Aug. 1988*

Sociodramatic Play
USE DRAMATIC PLAY

SPEECH SYNTHESIZERS *Jan. 1988*
SN Devices that simulate the human voice
UF Text to Speech Synthesizers
Voice Synthesizers

SPORTS MEDICINE *Aug. 1988*
SN Branch of medicine concerned with the effects of sports and exercise on health and fitness and with the prevention and treatment of athletic injuries
UF Sport Medicine

STUDENT JOURNALS *Aug. 1988*
SN Logs or notebooks in which students regularly record their experiences, ideas, or reflections, often for later revision, and usually not for formal grading by a teacher
UF Student Logs
Student Notebooks (Diaries)

SUBSTANCE ABUSE *Jun. 1988*
SN Excessive or otherwise inappropriate ingestion of alcohol, drugs, tobacco, or other chemical or organic substances, often impairing physiological and/or psychological functions

Symbolic Play
USE PRETEND PLAY

TACTILE STIMULI *Jan. 1988*
UF Tactual Stimuli

TEACHER EXPECTATIONS OF STUDENTS *Aug. 1988*
SN Teacher anticipation of student behavior or achievement based on preconceptions and such intervening cues as students' test scores, phys-

ical appearance, speech patterns, etc.—also, the effects of that anticipation (note: see also Identifiers "Pygmalion Effect" and "Self Fulfilling Prophecies")

Television Role
USE MASS MEDIA ROLE
and TELEVISION

Television Use
USE MASS MEDIA USE
and TELEVISION VIEWING

TEST SCORE DECLINE *Aug. 1988*
SN Decreasing scores of groups of test takers or a decrease in the average score of all examinees
UF Declining Scores

Text Editing
USE WORD PROCESSING

Text Editors
USE COMPUTER SOFTWARE
and WORD PROCESSING

TEXT STRUCTURE *Aug. 1988*
SN Arrangement and connectivity of the ideas in a textual passage in terms of format, order, density, repetitiveness, elaborateness, etc., as related to comprehension and/or recall

TRANSRACIAL ADOPTION *Aug. 1988*
UF Interracial Adoption

VIDEO DISPLAY TERMINALS *Jan. 1988*
UF Cathode Ray Tube Terminals
Visual Display Units

VIDEO GAMES *Dec. 1988*
SN Games played by manipulating graphics on a television screen or other video display, usually by means of hand controllers (joysticks, buttons, etc.)—includes microchip-controlled video arcade games and hand-held toys (note: coordinate with "Computer Games" for cassette-type or similar games requiring access to a computer)
UF Videogames (Electronic)

WRITING ACROSS THE CURRICULUM *Dec. 1987*
SN Educational movement or strategy that advocates the incorporation of writing into all classes and disciplines, to help students improve their writing and use writing as a learning tool

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